

# JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

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## EDITORIAL

The seventh number of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE is presented under the direction of the appointed special editorial staff, with the cooperation of the regular editorial board of the magazine. The policy of having each issue stress some important phase of secondary education is eliciting favorable comment from the field. As one high-school administrator expressed it: "The recent issue of the JUNIOR-SENIOR CLEARING HOUSE on high-school buildings was worth the price of subscription for the entire year." The editors of the present issue express the hope that the material gathered may be helpful and suggestive to secondary administrators struggling with the problem of adequate records and reports. At least there is reason to believe that sources of helpful material have been suggested that will prove of advantage in handling the constantly recurring problems of pupil personnel and guidance.

### HOW THIS ISSUE WAS PREPARED

Since the committee, as originally announced, was made up of an expert in the junior-high-school field, one in the senior-high-school field, and another in the field of guidance, with the chairman a kind of jack of all trades in the field of secondary education, the logical division of labor into the junior-high-school, the senior-high-

school, and the guidance fields suggested itself. Shortly after the committee was announced Dr. Roemer was called to act as a member of the Advisory Committee of Nine for the National Survey of Secondary Education and had to relinquish his place on the committee. In his place Mr. A. B. Bristow, principal of the Matthew Fontaine Maury High School, of Norfolk, Virginia, was chosen. Mr. Bristow brought to his task years of experience as a high-school administrator. Particularly valuable was his collection of record and report forms from all over the country.

In the effort to have a philosophy, involving the working principles of report and record making, formulated, the chairman looked to another active high-school administrator who has served successfully on the summer-session staff of Stanford University—Mr. A. C. Argo. As principal of the Sequoia Union High School, located at Redwood City, California, Mr. Argo is credited with having the most complete set of record and report forms of any high school of its size in the State. In his introductory article Mr. Argo has set forth the principles which have actuated him in developing his system of records. The contribution of Dr. Ryan comes out of a rich experience in high-school and junior-high-school administration, coupled with summer-session teaching at the University of

Chicago and recent connection with the faculties of the Universities of Michigan and Wisconsin. Dr. Allen's work in research and guidance in connection with the Providence public schools, and his summer-session and extension lectureships at Harvard have given him opportunity for wide contacts in the field of his specialty. He has succeeded, as was recently said of him, in "making records come alive," and that after all should be thought of as the keynote of all record making and record using; i.e., that they function in conserving the human values represented by the students whose achievements, or lack of achievements, they chronicle. To devise an adequate record-keeping system, and then to "make those records come alive" in improved morale, better adjustment to tasks, and a higher percentage of youthful energy directed to ever nobler ends should be the ambition of every high-school administrator.

W. M. P.

#### SCHOOL REPORTS AND RECORDS

In 1906, David Snedden and William H. Allen made a study of school reports and records for the New York Association for Improving the Conditions of the Poor.<sup>1</sup> As an example of the a priori statements which were then frequent, they quoted the following from a contemporary New York school report:

"Undoubtedly the chief cause [for students' dropping out of school] is that many leave to go to work. Probably in the majority of such cases the necessity of earning money is the controlling motive. Such students generally take supplementary courses in the evening high schools. Others . . . leave . . . because of that restlessness of mind that comes to all students at the period of adolescence and which is particularly marked amid the excitements of a large city."

<sup>1</sup> *School Reports and School Efficiency*. The Macmillan Company, 1906.

Even at the time of publication of the report, data were available, both on the New York census cards and in the factual reports made in other cities, which cast much doubt on the impressionistic assertions made in the New York report.

As recently as last spring one New York high-school principal asserted that fifty per cent of the pupils in his school were incapable of doing high-school work; and another, more conservative, estimated the number at one third. If either one had examined the intellectual, moral, physical, and social traits of his graduating class before making these assertions, he did not tell such investigations. Nevertheless, some of the data which might have invalidated these statements were surely contained in the office files. And there were several very successful high schools in New York City in which, at the very moment that these principals made their claims, pupils of low abstract ability and underprivileged homes were actually succeeding in schoolwork adapted to their needs and capacities.

School records are of great potential value. In this number of the JUNIOR SENIOR HIGH SCHOOL CLEARING HOUSE are adequate discussions of their character and possible improvements. But no record which is not used intelligently helps very much. Too often, indeed, records are ignored entirely by principals who are too busy with the execution of a preconceived plan to be bothered with the actual facts.

At the Blewett Junior High School in 1919-1920, twelve of the sixteen biweekly teachers' meetings considered reports of faculty committees which were based on careful examinations, classifications, and interpretations of some aspects of the data contained on the office records. In many progressive schools, special officers—visiting teachers, deans, psychologists, class guides—are entrusted with the duty of examining and interpreting the pupil records as bases for preventive or remedial measures.

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After the proper collecting and recording of all desirable data, it is most important that effective uses shall be made of them.

#### INTELLIGENT INTERPRETATION OF RECORDS IS ESSENTIAL

Many and diverse are the facts regarding the school—the building, the program and schedule, books and supplies and equipment, and the pupils—which should be duly recorded and summarized and interpreted. The recording of these facts is purely mechanical; assiduity and accuracy and neatness are needed, but little intelligence. The summarization demands classification and the reduction to a common denominator—per cents, per capita, per some other unit.

In the interpretation of data, however, very keen insight is needed. For figures on the blanks of a record card differ in value, in objectivity, in exactness, and in significance. Side by side may be two notations, one of which may be as valid as physical measurement can make it; the other may reflect a mere guess or an estimate or a score which would have been very different if made an hour earlier or a week later than it was. One must have full appreciation of the evanescent nature of emotional and intellectual reactions before he undertakes to interpret records of teachers' judgments or of pupils' responses.

Education is, by its very nature, a personal, individualistic experience. Each child's learning and adaptations are unique. No mark or descriptive title or standard phrase, if applied to more than one child, can possibly do more than approximate exact application. To group some pupils as near-geniuses and others as morons, to award A's to some and C's to others, to say of one that he is deficient in Latin composition, and of another that his command of

factoring algebraic expressions is excellent—these are very vague and ambiguous expressions. They have no such exactness as the heights and weights and ages and attendance and condition of teeth of these pupils.

For, in the latter cases, we are speaking of examinable and measurable and describable states. In the former cases, we are applying words and symbols to active, restless, rhythmic life; such application is most unsatisfactory. If John Jones who is just fifteen years old lives three hundred and sixty-five days longer he will be exactly sixteen years old, sixteen fifteenths as old. If he weighs one hundred twenty pounds, is five feet four inches tall, has blue eyes, and can hear a standard whisper at fifteen feet with his right ear covered, these facts can be expressed with reasonable certainty by any convenient symbols. But how he appreciates a sunset or how adequately he reads or what he knows in geography or his "effort" in French or his competence in science can be expressed by no standard symbols. Our measures are little better than guesses based on inadequate evidence; our judgments are colored by our own prejudices and enthusiasms; and the states or conditions we measure are elusive and kaleidoscopic.

Achievement is not like height or weight; it is utterly unlike age and residence and days of attendance. A man who can run a mile in four and a half minutes may on a given occasion jog the distance in seven minutes. The elements which enter into motivation and physical readiness are too diverse and complicated to be resolved by "standardized directions" for giving a test.

Estimates, scores, best guesses may be the only available data regarding a pupil's ability and effort and appreciations and personality traits. They must, therefore, find places on the record cards. But whoever would use these data for deciding such questions as promotion, grouping, electives,



and advisement, must keep in mind how these data were obtained, how inadequate most human beings are to make unprejudiced judgments, and how infrequently does any one care enough to achieve his maximum.

And yet the entries on the record cards in thousands of high-school offices will, in June, influence teachers and clerks and principals in arriving at very important judgments regarding repetitions of courses, graduations, selection of curricula, transfers to trade schools, and decisions to drop out of school entirely. Pupils will be compelled to repeat a year of algebra in spite of high examination marks and achievement-test results, because teachers' marks were based on "daily work" or the indefinable thing called "effort," by which are often meant docility and regularity. Pupils will fail of graduation because they have antagonized their teachers or because their attitudes towards art or classical literature do not coincide with those which are conventional.

We must discriminate between guesses and opinions, on the one hand, and measurable, definable traits or conditions, on the other. With these latter data we may work arithmetically. With the former, we must always be on our guard. Adding one teacher's marks to another's and averaging them, adding teachers' estimates to achievement-test results and striking an average, even adding a teacher's estimates in December when he was suffering with a head cold to the same teacher's marks in June when he spends his afternoons and week-ends on the golf links, and averaging them—as well add six apples and four chickens and average the sum to discover what o'clock it is!

Our search for objectivity and anonymity and mechanical, mathematical, meticulous precision must not blind us to the need for common sense nor divert our attention from the goal of education. Recorded facts (?) must become neither an inert King Log of

routine and inertia, nor a *deus ex machina* a superhuman device for settling questions about which we fear to use our own judgments. Like Reuben Light in Eugene O'Neill's play, *Dynamo*, we are sometimes in danger of ruining ourselves and the world depending on us in our worship of our impressive records and filing devices.

#### A STANDARD UNIFORM PRACTICE CODE

Records and reports are the bane of many teachers. Some of them are just lazy or inept; such teachers complain because they cannot evade record and report work as they may slight study and lesson planning, without always getting caught by it. Many creative teachers, earnest and capable men and women, do not like the constant interruption of their homeroom and classroom projects, which too frequently characterizes school administration in which the principal, or other executive officer, is enthusiastic about reports and records.

The procrastinating teacher can be made perfect or nearly so and the worries of the creative artist teachers can be minimized however, if the principal will lay out and vigorously administer a standard uniform practice, controlling all school mechanicals. "These uniform practices regarding reports, records, fire drills, lockers, textbooks and supplies, medical inspection and the like, should be reduced to written form. They should be explicit, detailed, definite. But there should be included under the standard uniform practice code only the minimum of mechanics necessary for a smooth-running school. It should be clearly understood that all teachers must carry out the directions to the letter. But aside from this minimum uniformity the teachers should be free to experiment in all educative processes. No premium should be placed on uniformity or conventionality though uniformity and conventionality are ends in themselves. It is to draw a sharp line of demarcation between things that

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machines belong to Caesar and those that belong to education that this definite procedure in regard to standardized practices is recommended.

"Assuming a minimum of uniformity, and assuming that all teachers do abide by these requirements adequately, then it is obvious that superiority and availability for promotions and appointments to positions of honor and trust will depend on the contributions of teachers to the educative processes.

"Too frequently have promotions gone to those teachers who were conspicuously successful with the minutiae of education. The harassed principal, not having planned his administration carefully, was very grateful to the subordinate whose book lists were correct, whose reports were neatly and promptly submitted, who could be put in

charge of the supply room or labeling library books. Teachers gained promotion in education, not by superiority in the educative processes, but by good clerkship—like Gilbert and Sullivan's character who polished up the handle of the big front door, who stayed at home and never went to sea, and so became the ruler of the Queen's navee.

"What wonder that our high schools have so often such visionless and inert minds among the administrative officers and heads of departments! How could it well have been otherwise? How can it now be otherwise, unless standardized practices be reduced to a minimum and directions made as definite and explicit as possible?"<sup>1</sup>

P. W. L. C.

<sup>1</sup> Philip W. L. Cox, *Creative School Control*. J. B. Lippincott Company, 1927.

## OBJECTIVES TO BE ATTAINED BY THE USE OF RECORDS AND REPORTS, AND SOME PRINCIPLES INVOLVED IN THEIR REALIZATION

A. C. ARGO

EDITOR'S NOTE: *Mr. Argo is principal of the Sequoia Union High School, Redwood City, California, and lecturer in Stanford University School of Education Summer Session on High School Administration and Student Activities.*

W. M. P.

Because of the rapid progress in educational procedure during the past few decades and the divergence in practices, records and reports lack much in efficiency and desirable standardization. It is time for educators to determine the objectives desirable to be attained and the principles essential in realizing these objectives.

As our schools are a success or failure to the extent they contribute to the education of the pupils, masses of information, no matter how accurate or how well organized, are useless unless they result in the improvement of instruction. The following is a suggested outline of objectives and principles that may assist in developing a useful system of records and reports:

### OBJECTIVES

#### A. Improved administrative control

1. Through a well-informed board of trustees
2. Through more efficient financing
3. Through better care of grounds, buildings, and equipment
4. Through improved personnel
5. Through maximal delegation of authority
6. Through prediction of future needs
7. Through improved measurement of efficiency

#### B. Improved pupil control

1. Through better instruction

- 2. Through more intelligent counseling
- C. Improved coöperation of agencies outside of the school
  - 1. Through better coöperation of the home
  - 2. Through more intelligent community support
- D. Advancement of education
  - 1. Through accumulation of data for research
  - 2. Through development of standards

#### PRINCIPLES

- A. Records and reports should be adapted to particular conditions
  - 1. The intelligence and training of persons using them
  - 2. Their permanency
  - 3. The size of the school
  - 4. The organization of the school
- B. Records and reports should be simple
  - 1. All excess data eliminated
  - 2. Easy to record data
  - 3. Adequate
- C. Records and reports should be cumulative
- D. Compact and coördinated
- E. Information easily accessible
- F. Standardized
- G. Contain minimal facts required by law
- H. Exact and accurate
- I. Continuously revised
- J. Serviceable
- K. Significance recognized by those making reports

#### DISCUSSION OF OBJECTIVES

The first objective stated is improved administrative control. It is essential that the administrator have detailed information concerning pupils, personnel, and procedure of the school in order to make comprehensive reports to higher administrative officers or to the board of trustees. This is also necessary to determine or help determine administrative policies.

A well-informed board will act more intelligently than a misinformed or a partially

informed one. The administrative officer acting as the executive of the board should see that this group is well informed about the school through comprehensive reports. This establishes confidence in the executive, resulting in less restricted control and better legislation on the part of the board of trustees.

Lack of finances is a handicap to any school, but frequently unintelligent use of school funds is a greater handicap. To act properly in the distribution of funds the administrator must keep a record of the costs of service, supplies, and equipment and must know what each department is costing and what finances are available. Adequate records and reports are indispensable for this purpose.

Improved respect and care for grounds, buildings, and equipment and more intelligent maintenance result from adequate inventories and reports from various departments. Intelligent action results from knowledge of conditions, and the employees in charge have their interest stimulated.

Records and reports from the personnel thoughtfully considered, intelligently commented on, and properly acted on, stimulate a greater interest in the work of the school. Carefully kept records concerning the employees make a basis for constructive criticism. Criticism unless based on sufficient information is usually unjust and impairs morale.

Comprehensive records and reports make it possible for the administrative officer to delegate authority. They serve as a means of checking results to determine if delegated authority is properly used. The larger the administrative unit, the greater must be the delegation of authority, therefore requiring a more extensive system of records and reports.

Progress cannot take place in a school unless there is a definite plan for its development. Prediction of future needs based on accurate information about present and

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past conditions is essential in developing constructive programs.

Adequate information must be obtained if an administrator is to measure the efficiency of a department. Statistical material must supplement general observation in securing this accurate information.

Present educational theory demands that the school be adapted to the needs of the pupils. As pupils differ physically, mentally, and socially, it is essential that statistical information concerning the characteristics of each pupil be obtained in order to give proper educational, vocational, social, and physical guidance and adapt instruction to the pupils' needs.

Many an administrator's troubles in securing parent and community support are owing to lack of information or misinformation on the part of these outside agencies. Information concerning the pupil's progress and characteristics should be sent home, descriptive material about the school should be made known to the home and the public in general, and efforts should be made to bring citizens to school.

The school has a dual responsibility in advancing education: that of making progress within the school and contributing to the progress of education in general. This may be accomplished by gathering statistical material, studying it, and applying results. Schools should establish standards for their own use and assist in forming standards for other schools of similar character and service.

#### DISCUSSION OF PRINCIPLES

Records and reports should be adapted to particular conditions. As a record or report is useless unless it is understood, the intelligence and training of the person using it should be a primary consideration in its formation. The same material may be stated in different ways depending upon its use by the school or outside agencies.

The permanency of the record or report should be considered in forming it. In-

formation may be kept on daily, monthly, quarterly, or yearly reports, depending upon its character. Sometimes reports extending over a much longer period of time are advisable. The permanency of the report and the frequency of its use should determine the stock used.

The size of the school and its organization should be considered in forming records and reports. In small schools where the organization is simple and few persons use files, much material concerning a pupil can be placed on the same record. Larger schools demand a larger variety of records and frequently duplicate records.

Records and reports should be as simple as possible and yet furnish the required data. Many hours are lost in schools, usually short of experienced clerical help, by recording a mass of data of no particular value that will probably never be used. Many times data are so poorly arranged that pertinent facts are hidden rather than made accessible. Information should be easily recorded on all forms. Whenever possible information should be tabulated by a checking system. Under all circumstances written information should be reduced to a minimum. Sufficient space should always be left for writing, so that the record is legible. Records and reports should be simplified in regard to amount of material and method of recording.

Records and reports should be so organized that the material is summarized as it is recorded. In this way totals may be determined easily and much valuable time saved.

Records and reports should be compact and coördinated. Since association aids in the recall of important relationships, and makes the record easily understood, it is important that related facts be placed closely together. The smallest form of a convenient size should be used.

Information should be easily accessible. Information in constant use should be



placed on visible files. Other information may be placed in looseleaf books or in vertical files. Both active and dead files should be kept.

Certain pertinent material should be recorded in such a way that standards may be set up and comparisons made with similar standards of other schools. Certain records and forms, especially those used by a group of schools, should be standardized since school procedure is facilitated and labor saved in this way. A reasonable amount of standardization is greatly to be desired; however, it should never interfere with the school's right to express its own individuality within reasonable bounds.

In preparing the form for a record or report, care should be exercised to see that all the minimal facts required by law are included. Easily accessible information will make the compiling of State, county, or school-board reports a relatively simple matter.

Information contained in the record or report should be systematically and accurately filed. For this reason it is well to have one person responsible for a file. Frequent checks should be made to see that recording

is being done accurately, and reports from which recording is being done should be filed as a check on their accuracy.

Records and reports should be continuously revised to meet the changing needs and experience in the school. Persons using them should be consulted every time they are reprinted. If a new form is being tried out, have only a limited number printed, as minor faults, noticed after the form has been used, can be corrected, thus greatly increasing its efficiency. Forms should be developed with great care since frequently valuable hours of time are saved or lost depending upon their character.

Every record or report should have a very definite service to perform, or it should not be used. Service, not tradition, should determine what forms are to be employed. All forms should be kept under constant observation so that those of little value may be discarded.

If reports are to be made intelligently and the person making them is to derive the desired benefit, their significance should be understood. The questions asked in the blank frequently bring to light many pertinent facts which the person making the report might otherwise have overlooked.

## RECORDS AND REPORTS IN THE JUNIOR HIGH SCHOOL<sup>1</sup>

H. H. RYAN

EDITOR'S NOTE: *Mr. Ryan is principal of the University High School, and associate professor of education in the University of Wisconsin, at Madison. Mr. Ryan was formerly principal of the Ben Blewett Junior High School, St. Louis, Missouri.*

W. M. P.

At the time of entrance into the junior high school most children are preadolescent; at the time of leaving the junior high school most children are adolescent. The changes

which occur in the typical child during the junior-high-school period are sweeping enough to warrant careful attention to the question of reports and records. A faith-

<sup>1</sup> The writer desires gratefully to acknowledge the assistance of the following persons and schools in assembling record and report material as a basis for this discussion: Counselor R. F. Troge, Memorial Junior High School, San Diego, Cal.; Principal H. E. Vandivier, Martin Boots Junior High School, Marion, Ind.; Principal H. H. Mecker, Blewett Intermediate School, St. Louis, Mo.; Principal D. H. Voss, Woodrow Wilson Junior High School, Terre Haute, Ind.; Principal H. L. Harrington, Hutchins Inter-

mediate School, Detroit, Mich.; Principal G. E. Eddy, Washington Junior High School, Rochester, N. Y.; Principal A. S. Knight, George Innes School, Montclair, N. J.; Principal H. E. Dewey, University High School, University of Chicago; Superintendent W. G. Bate, Richmond, Ind.; Principal B. W. Reed, Hollenbeck Junior High School, Los Angeles, Cal.; Principal A. G. Osterhaus, Roosevelt Junior High School, Appleton, Wis.

ful record of things of importance which take place in the life of an individual at this time may be of the greatest value, immediately or later on, in the solution of problems of adjustment. We are just beginning to appreciate the importance of the history of an individual as a guide to the attack upon his present difficulties and future possibilities.

It is not the purpose of this article to discuss all the records and reports which are legitimately included in the routine of the principal's office. There is a long list of important facts having to do with problems of housing, cost, requisitioning of materials and supplies, teaching load, and schedule making, which should be collected through reliable means and carefully recorded. This discussion, however, will concern itself with records and reports which bear immediately upon the pupil's progress and development—his health, his general capacity, his special aptitudes, his apprehensive background and fundamental skills, his social attitudes, his attendance, and his scholarship.

#### REPORTS

**Regular Reports:** The parent is interested in knowing about the child's progress. It is, therefore, the custom of the school to send home periodically a *Report to Parents*.

The teacher needs to take account of the distribution of marks given, and, where he finds that this distribution differs significantly from the normal distribution, to search out the cause of the difference. He therefore prepares a *Teacher's Summary of Marks* and hands the principal a copy.

The group adviser needs to know what his group as a whole is doing, as well as what the individuals are doing. He therefore prepares the *Adviser's Summary of Marks and Attendance*, and submits a copy to the principal.

The last two of these three regular reports call for little discussion. It is, of course, the business of the principal to aid

the teacher or adviser in interpreting his own summary by preparing summaries for the school as a whole and by conferring with the teacher or adviser.

The purpose of the study of these summaries should never be that of making the group summary conform to some norm, as for instance the normal curve of distribution. It should be rather to find the cause or causes of the nonconformity. Let the study of these causes, when found, determine whether anything should be done about it. The same principle applies as well to a comparison between school summaries as a comparison between group summaries within the school. Where the principal finds that his school summary differs markedly from that of another school, the search for the reason is in order.

The form and content of the *Report to Parents* have always been matters for discussion. In later years there has been greater and greater variation in practice, which promises well for an eventual agreement upon a better choice of both what to say and how to say it. Certain it is that many of the earlier reports told little more than that the pupil was acting in the way the teacher wanted him to act. The hope of the present-day students of reports is that a way may be found to convey to the parent a reliable and constructive impression as to what the pupil is actually accomplishing in the way of growth.

The Wisconsin High School report card is presented here as a basis for discussion. At this point the attention of the reader is directed especially to the scholarship marks. It will be seen that the dividing line between credit and noncredit marks is between the A, B, C, and D, on the one hand, and the I, NM, and E on the other.

This is also the line between mastery and nonmastery. A, B, C, and D are means of distinguishing grades of proficiency above the mastery line. If the pupil's work is such that mastery would require a repeti-

## FORM 1 (FRONT)

Form A

## THE WISCONSIN HIGH SCHOOL OF THE UNIVERSITY OF WISCONSIN

Report of..... School year 1929-1930  
in..... Teacher.....

	Sept. 16- Oct. 25	Oct. 28- Dec. 13	First Semester	Feb. 3- Mar. 14	Mar. 17- May 2	Second Semester
Scholarship.....						
Traits						
1. Application.....						
2. Initiative.....						
3. Attitude.....						
4. Progress.....						
Times absent.....						
Times tardy.....						

SCHOLARSHIP marks are: A, excellent; B, good; C, fair; D, passable (not recommended for college entrance); E, failure; I, incomplete (generally above failure level but lacking certain specific portions or elements); NM, non-mastery (showing possibilities of satisfactory achievement but lacking adequate grasp of the subject). Marks of I and NM can sometimes be converted into passing marks through supplementary work. (over)

## FORM 1 (BACK)

TRAIT marks are: F, positively favorable to success in school work; S, satisfactory, or acceptable; U, positively unfavorable to success. The trait marks are a partial explanation of the scholarship marks.

APPLICATION refers to power and habit of sustained effort as judged, in the main, by attention to business in school and by evidence of home study.

INITIATIVE refers to the pupil's tendency to carry on his learning without being started or driven by other persons.

ATTITUDE has to do with readiness to act consistently in desirable ways in certain situations. It includes such items as: courtesy to other persons in the school-community; cooperation with other persons to maintain the school at a high level of efficiency; aggressiveness in carrying out one's program of learning as one's own undertaking; ambition and pride; conception of the teacher as a source of help rather than as a peace officer or a slave driver.

PROGRESS refers to rate of development and improvement. The good student does more than hold his own; he gains power as he goes along; he is characterized by accelerated motion.

EACH REPORT is for the period indicated; the first, second, fourth, and fifth cover six-week periods; the third and sixth cover the first and second semesters respectively.

H. H. RYAN, Principal.

SIGNATURE OF PARENT OR GUARDIAN	DATE
	Oct. 25
	Dec. 13
	Jan. 31
	Mar. 14
	May 2

(over)

tion of the course, his mark is E. If he has worked at the mastery level, but because of illness, improvidence, or other preventive circumstance has failed to take the ex-

amination, or hand in his notebook, or otherwise complete the course, his mark is I. If he has been a borderline case, and has not quite reached the mastery level, his



mark is NM. It is evident that the I pupil or the NM pupil is sometimes able to make the course good by supplementary work.

The writer is of the opinion that the definition of mastery for junior-high-school subjects will not be a categorical one nor an arbitrary one, but will be derived from the systematic observation of the successes and failures of the pupils themselves. It will be possible of course to prescribe that, for mastery in eighth-grade mathematics, the pupil must be able to solve equations of such and such a degree of complexity, or must possess and distinguish carefully the concepts of area and volume; and such categorical standards will be helpful.

*Citizenship or Deportment:* It was once the custom to report to the parents an item called "Deportment." Later this was superseded by "Conduct." Now we have "Citizenship." The last term has the merit of taking account of the social nature of the reasons for school conduct. It was seized upon in the hope that its use would tend to minimize the importance of subservience and emphasize questions of constructive behavior—behavior of social value as contrasted with behavior conforming to the standards of one person. This purpose is a commendable one, but the evidence is lacking that it has been achieved. The writer remembers an occasion on which the annual awards for outstanding citizenship were made in a given school. These awards were based upon the citizenship marks as reported to the parents at the regular periods during the year. After the ceremony two of the teachers interviewed the writer. They sat upon the edges of their chairs, their eyes blazing, and complained that the best citizens of the school had not been included in the award and that, on the other hand, the school could have got along very well without the persons who had received the honor.

It seems clear that, as long as the teachers set the mark for "citizenship," that

mark will indicate little more than the extent to which the pupil pleases the teacher. The boy or girl who does his homework, is uniformly polite to the teacher, causes no disturbance of any kind, and, in short, helps make the day bright for the teacher, is likely to be branded the good citizen. The citizenship mark will have little significance until our plan of arriving at it takes into account the opinions of the pupils, an evaluation of the services rendered by the individual, and other devices by which a clinical flavor may be imparted.

*Behavior Affecting Achievement:* It is the opinion of the writer, therefore, that until we have devised such valid methods we should report to the parents only such phases of behavior as may serve to explain the scholarship; and that we should further stand ready to support such generalizations with lists of the acts from which the generalizations are derived. We can thus hope to free ourselves from the accusation of getting into the parents' business, of setting up arbitrary, "schoolmarmish" standards of behavior, and of committing the most ancient of the social crimes of the school—"having a pick on the child."

The four traits which are marked in the Wisconsin High School report to parents are thus intended to help explain why the scholarship mark is what it is. "Application," for instance, is marked F if the pupil applies himself to the subject to an extent which is distinctly favorable to good scholarship. It is marked U if his degree of application is distinctly unfavorable to good scholarship. It is marked S if it lies in the large middle ground. On the reverse side the traits are analyzed and explained for the benefit of parent—and teacher.

The fact cannot be too greatly emphasized that these marks as given are generalizations. The teacher must hold himself responsible for being able to present a significant list of definite acts from which each generalization comes. He is excus-

able, perhaps, for being a bit hazy about the S marks; but in case of either F or U marks the specific instances should be clearly in mind. The University of Chicago High School has emphasized the need of specific facts of this nature, especially in its reports on pupils working at unsatisfactory levels. Its regular semester reports call for "Supporting Factual Information."

The Roosevelt Junior High School, at Appleton, Wisconsin, issues a report in the form of a four-page cardboard folder. A single mark in citizenship is given at each marking time. On the card is printed the school's "Daily Dozen in Citizenship," a list of thirteen items which constitute an analysis of good citizenship. The Richmond, Indiana, junior high schools report "Habits and Attitudes." On the back of their four-page folder are listed those marked, "Dependableness," "Interest in Work," "Citizenship," "Health Habits," "Self-Control," "Study Habits." Under each of these is a list of specific habits. For instance, under "Dependableness" we find:

1. Sees what ought to be done and does it without being told.
2. Accepts duties cheerfully, whether he is a leader or not.
3. Work is done honestly, regularly, accurately, according to assignment, and on time.
4. Does not try to "get by" or to bluff.
5. Is not wasteful of school or personal property, or of time.
6. Does not give up in face of difficulty or failure.
7. Is not absent for trivial cause.
8. Is resourceful, self-reliant, and original in attacking new problems, has self-confidence, does not say "can't."
9. Does not shirk one duty in favor of another.
10. Makes up missed work promptly.
11. Has all materials ready and in good condition; does not borrow.

The New Trier High School, of Winnetka, Illinois, also uses a four-page folder. Besides the usual data, there is a diagram which shows graphically the pupil's percentile rank, and indicates the respective ranges of the honor roll group, the honorable mention group, and the delinquent list; the school average is also shown. There are spaces in which the teachers place numbers referring to a list of "teachers' reasons for low grades" and "advisers' notes."

The Washington Junior High School of Mount Vernon, New York, reports upon "Attendance," "Health," "Conduct," and "Work." For each of these there is a list of specific habits. For instance, under "Coöperation" it is indicated that the good pupil is punctual; works and plays well with others; recognizes leadership; respects the rights of others; is thoughtful in the use of school paper, pencils, etc.; respects public property; observes school and city regulations; is orderly and helpful to teacher and class.

*Attendance* is quite generally reported to parents, punctuality somewhat less commonly. There is some tendency to have abnormalities in attendance and punctuality handled as curable maladies; an excess of absence or tardiness is given radical treatment until a cure is effected, then no more is said about it. A number of schools, notably the Richmond, Indiana, the Roosevelt of Appleton, and the Washington of Mount Vernon make regular reports upon health and health habits.

*Education as Growth:* The writer ventures the opinion that when we come as we should, to view education as growth, and when we think of the individual's growth in terms of his own capacities, we shall include in the report to parents more and more of the facts of growth that we are best able to determine. Health; physical development; progress in the fundamentals of arithmetic; reading ability; social maturity; relation of pupil's achievement to

his general growth; summary question; this information neglects; he is hard of bases.

The mechanism there shows the whole of the pupil's life to decide the single card the package is considerable one.

Extreme and other special Among

ing: Remember teacher's side of made to he has a and spirit pressure of ample Some fact that no it has been of warning cipal. S. dictio achievement warning may have warning. ment mu other pro of marking At least feel that

his general ability; all sorts of evidences of growth and development will be noted and summarized for the parent. There is no question but that the parent will appreciate this information; much of it the parent neglects to get; much he cannot get because he is handicapped by lack of perspective and of bases for comparison.

The chief question with regard to the mechanical form of the report is whether there shall be one card or folder to contain the whole report, or one card for each of the pupil's teachers. Every school will need to decide this question for itself. The single card is easier to handle and care for; the pack of cards eliminates a very considerable amount of clerical work, requiring one less step of transcription.

#### SPECIAL REPORTS

Extremes in scholarship, emergencies, and other unusual circumstances call for special reports to supplement the regular. Among the more common are the following:

**Remedial Reports:** The school and the teacher should be definitely enlisted on the side of the pupil; every effort should be made to have the pupil accomplish what he has set out to do. Thus, the attitude and spirit of most teaching corps exert pressure upon the teacher in the direction of ample warnings of possible failures. Some faculties have gone so far as to rule that no failing mark may be given unless it has been preceded by a certain number of warnings to the adviser or dean or principal. Such a ruling is of course a contradiction of the definition of failure; the achievement is just what it is, whether warning has been given or not. The teacher may have been remiss in failing to give warning, but the estimate of the achievement must be made upon its merits; any other procedure stultifies the whole process of marking.

At least it is clear that teachers generally feel that warning should be given. A form

is provided which calls for the essential facts. At the risk of being dubbed a crank, the writer wishes to repeat the principle already mentioned twice: Such a report must state the specific acts and abilities which constitute the deficiency, and must state the specific acts which the teacher has reason to believe have been unfavorable to progress in this case. It must be borne in mind that the case must be cured by changing certain of the pupil's acts; the worker—parent, adviser, dean, or principal, cannot start from a generalization—"he is lazy"—"he will not work"—"he does not coöperate"—"he is a trifle." The worker must start from the things which the pupil does and which create the impression of laziness, or idleness, or what not. This element of definiteness, besides aiding in the handling of the case, also operates to inspire confidence in the school, on the part of the parent. It is hard for the parent to believe the child to be poorly equipped with character traits; the parent has been working for some years on the matter of that child's character. On the other hand, a list of definite occurrences, faithfully observed and reported, is something tangible.

**Supplementary Reports on Poor Work:** This type of report is the *sine qua non* of one phase of guidance. It calls for significant details of poor work, together with a list of the occurrences which in the opinion of the teacher help to explain how it came about. The principle of specificity laid down in the preceding paragraph applies here with the same force. In fact this report is quite similar to the preceding, differing only in that it comes after the regular report rather than before.

The University of Chicago High School has a blank which is filled out for each pupil who at the mid-semester is below credit level. The heading reads, "this report should discuss the different respects in which the pupil has failed to measure up



to credit level, and should offer suggestions, if the instructor has any, for further treatment of the case." At the bottom appears a list of ten "personal abilities" with spaces distinguishing five degrees of the ability; the teacher is asked to check the appropriate space for each trait. The abilities are:

1. Power to assimilate reading material
2. Power to assimilate oral instruction
3. Power of sustained application
4. Ability in oral expression
5. Ability in written expression
6. Extent of intellectual interest
7. Ability to carry task to completion
8. Ability to learn without reteaching
9. Earnestness of purpose
10. Willingness to assume responsibility

This type of report may of course be asked for by any guidance officer at any time, as a means of knowing about the progress of a case. Many parents inquire casually how the son or daughter is getting along. Most of these inquiries are turned aside with one evasive answer or another. A better plan is to send out inquiries. Here again, detailed comment is more satisfying and more helpful than a general characterization.

*Report to Guidance Officer to Point Out Promising Pupils:* The exploratory function of the junior high school demands that teachers be on the alert, not only for poor work, but for outstanding achievement and for promise of high scholarship. Certainly it should not be true that all pupils who keep above the danger line remain in official obscurity. Roosevelt Junior High School

at Appleton, Wisconsin, has its cardinal and gray "R" card for sending to the parent in cases of high-grade work. It reads: "This card is sent with our congratulations to you for the general high quality of work done by.....the past six-week period. We commend.....for the good, steady effort shown in the school studies and especially for the splendid attitude shown in our *daily dozen* as indicated by the mark in *citizenship*." It is signed by the principal, A. G. Oosterhous, and by the homeroom teacher.

Some schools have a similar kind of report to parents which is initiated simply by the appreciative comment or more formal favorable report from the teacher. The Appleton card is based on the same principle as the honor roll; namely, high quality of work in all subjects. There is every reason for an occasional congratulatory note to the parent, based on the achievement in one subject only. That person is rare who is of outstanding service to the world in many kinds of effort. The outstanding people are usually specialists, often with glaring weaknesses. The school should not allow a pupil's weaknesses to blind it to his genius.

*Pupil's Self-Rating Sheet:* Roosevelt of Appleton has a graphic rating sheet which the pupil uses to rate himself in citizenship. Twelve citizenship habits or traits are listed, and for each there is a horizontal line along which the pupil is to check his own position. For each trait three degrees are characterized verbally, to aid the pupil in using the scale. The following example will illustrate:

## Form 2

## SECTION OF SELF-RATING BLANK

## 4. Courtesy

F ————— D ————— C ————— ✓ ————— B ————— A

Often rude to classmates  
and teachers — does not  
seem to care

Manners and habits ob-  
jectionable at times—usual-  
ly considerate

Always polite and man-  
nerly towards others

When the various check marks are connected with straight lines, the familiar zig-zag profile shows the high and low spots in the pupil's character as the pupil himself sees it.

This plan has the merit of assuming that the pupil is in earnest about his own citizenship, and of encouraging him to take over the responsibility for it. Under such a plan the discipline of the school will be less an imposition and more a matter of co-operation; and attitudes and habits will be developed that are of some use in the adult world.

**Accident Report:** This report, dealing as it does with a single occurrence, may seem not to be coördinate in importance with the others mentioned here. It is referred to, however, because of its relation to the general question of safety and to the health record of the pupil, and because of the relative infrequency with which it is found in the routine of the school. The old attitude of regarding an accident as an act of God is disappearing and is being replaced by a tendency to look in each instance for human causes and human responsibilities. In this case the purpose of fixing the responsibility and determining the cause is less one of punishment and more one of prevention of recurrence. The typical accident-report blank asks quite specific questions as to time, place, circumstances, personnel, medical attention, secondary effects, and causes.

**Reports of Parents to the School:** The pupil's school life and home life are of course inextricably entwined. Influences in the home have their effects at school, and vice versa. Certainly the constructive work of the school should show itself in changes in behavior at home. Unless deliberate steps are taken by the school to find out about such things, it will usually remain ignorant of them. If the reaction is unfavorable, the parent hesitates to complain; if it is favorable, he doesn't bother. Junior-

high-school workers are fortunate in that at this age children and their parents have lost little of the mutual confidence which grows up in the tender years. Parents know more about their junior-high-school children and their doings and their thoughts than they do about their senior-high-school children. It is possible to get from the parents a great deal of reliable information about the way in which our efforts at education are working out.

Following are types of questions which bring forth reports from parents:

#### A

The purpose of this letter is to inquire as to your feeling with regard to short out-of-town trips for the junior-high-school basketball players. On December 16, as you know, these players took part in a game at Stoughton. They were accompanied by their coach.

It is our desire to be guided by the wishes of the parents in this matter, and would appreciate answers to the following questions:

1. Were there evident ill effects in the case of your boy in connection with the December 16 trip? Overstimulation? Excessive fatigue? Serious distraction from schoolwork? Serious upsetting of family program? Other effects?
2. Do you approve of such short trips for boys of these grades?
3. Other comments and suggestions.

#### B

The work of the English class in which your boy was enrolled last year was composed largely of reading and discussing good books chosen from an approved list. We are anxious to learn what the effects of that experience have been, in so far as you have been able to observe them.

1. Did you notice at the time any changes in his free choice of reading matter? Any change in his tendency to spend his leisure time in reading? Any changes in tendency to bring up at the dinner table questions aroused by his free reading? (etc. ad lib.) Please describe as fully as you can.
2. To what extent have these new tendencies, if any, endured to the present time?

#### C

The new type of civics pays less attention to the framework of the national government and the details of the Constitution, and more to near-by problems of government. We are inquiring of the parents as to the effects of this study.

What changes do you see in your boy in the matter of interest in city affairs? What changes in attitude towards school regulations? What changes in attitude towards home authority? Specific illustrations would be extremely helpful.

### D

This school has been for some time less stringent in its rulings against club meetings, athletic team practice, and similar activities in the evenings of school days, than most schools are. Your boy has been active in these affairs. Will you not give us the benefit of your observations and opinions with regard to the effects of this liberal practice upon the school work?

If these inquiries be carefully worded to avoid suggestion, and if the school can develop the reputation of being able to receive unfavorable comment, this plan can be used to get some extremely enlightening communications from parents and guardians.

In general, reports from the school to the parent and reports from the parent to the school are an indispensable part of every junior high school. Practically all the other kinds are by-products of the growth of schools in size and complexity. When the school has but one teacher, that teacher uses up very little paper making reports about the pupils, except the reports to the parents. As soon as another teacher is added to take over the mathematics and the science, reports become necessary, some of which must be on paper to ensure against failing memory. The more teachers, the less that can be done through communication by word of mouth. Report blanks are the price of specialization and division of labor.

One of the chief purposes of the junior-high-school organization is the assembling of larger numbers of pupils of this age and academic level, for the sake of the advantages of specialist teachers, better equipment, grouping, and other things which numbers make possible. The junior high school may as well resign itself to the use of a greater number of reports than would be necessary to handle the work of the same pupils in the several elementary

schools. Each kind of report, however, must pay for itself—must justify itself in terms of the advantages which it brings.

### RECORDS

The making of school records calls for an outlay for paper and clerical help; it makes demands upon teacher time. The public does not mind the latter, but it has not yet become educated to the point where it is generous in its provisions for the former. We may therefore start from the principle that only those records should be kept that are likely to serve some legitimate purpose which cannot be served by some other existing source of information. The likelihood will have to be defined or determined in terms of experience and foresight. The qualifier "legitimate" is highly important. The writer recalls an incident in which a search was instituted for the high-school record, for the years 1875-1879, of a now elderly woman who was about to graduate from college in the year 1924. The college somehow felt that it could not pass upon this lady's candidacy for the bachelor's degree without this bit of history. That high-school record might possibly throw light upon some present-day questions, but certainly not upon that of the ambitious woman's present academic attainments. These records should be preserved, but the school cannot be held responsible for having them immediately available, nor for digging them out except for some desirable and attainable end. In the same way, only those items should be included in the records, at all, which bid fair to have educational or sociological importance at some time.

It is obvious that the city school and the laboratory school will differ in their record keeping, in accordance with their difference in purpose. The laboratory school will go to the trouble and expense of recording items for research purposes; such is a part of its function. City schools may well undertake to record certain items at the re-

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quest of research agencies; in such cases the research agency will provide the necessary additional help. Here again the figure of the rifle, as contrasted with the shotgun, applies. The fact that a research student asks a city school for a bit of information it does not possess is not *prima facie* evidence of administrative neglect. The truculence of the occasional disappointed inquirer may be, more than anything else, merely an expression of a Messianic complex.

There is no lack of harmony between this thesis and the one with which this article began. The two may be combined into a single thesis: All the significant, usable facts, and only those, not otherwise available, should be preserved.

Three classes of records may be distinguished: permanent, annual, and special. The permanent records contain items relating to scholarship, attendance, participation in pupil activities, health, and progress in fundamental skills and abilities. To this list may be added a record of citizenship. The annual records are more detailed with respect to the scholarship of the year, the apparent reasons for the level of scholarship, the daily program, the family circumstances, and other items of current interest and value but not necessarily of permanent value. The special records have to do largely with guidance, and include items from adjustment operations, follow-up plans, and evaluation of the later scholarship of the graduates.

**Permanent Records:** For many years the term *permanent record* in secondary-school parlance has referred specifically to a single card on which are entered all the data which are thought worthy of preservation. With the expansion of the activities of the school, the list of data has grown to such proportions that the attempt to include all on a single card has led to the adoption of large four-page folders. The unwieldiness of these records defeats the original purpose of ease of handling. It is apparent that

we have reached the point now where it is time to face the necessity of breaking up the old permanent record into three records, or three kinds of record.

There are many arguments in favor of such a plan. The reason assigned for having all the record on one card was that thus one could study the whole record from one document in case of guidance and similar activities. The answer to this is that in the majority of cases the reference to the card is not for the purpose of making a comprehensive study, but rather to get one item or one kind of item, or to make a certain kind of entry. It is obvious that where many persons wish access to the cards for different purposes, there is an advantage in not having all the cards tied up for the time being in the possession of one of these persons. When there are three separate cards, a teacher of physical education, for instance, is able to make use of the health records at the same time that the scholarship records are being used. In the few cases which require scrutiny of the whole record, it is very little trouble to get the three cards from the three file drawers. A further argument is that if a card becomes defaced through accident or incorrect entry, only one of the three has to be recopied where otherwise the whole record would have to be.

This discussion will therefore be based upon the assumption that the permanent record is composed of three separate records: (a) a record of scholarship, attendance, participation in student activities, and perhaps of citizenship whenever the school finds itself able to estimate this item; (b) a health record; (c) a record of progress in fundamental skills and abilities.

a. The first, which for convenience we shall call the *general record*, will be complex in spite of its liberation from other sections of the record. The record of the Ben Blewett Intermediate School of St. Louis, designed by Mr. C. H. Sackett, is shown as

## JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

**Form 3 (Front and Back)**

[illegible]

an example of a compact but comprehensive record that can be kept on two sides of a 5 x 8 card.

Mr. Sackett has wisely set down in careful fashion the directions for keeping the records. It will be evident from these direc-

tions that the entries are made by the advisers rather than by clerical employees.

After trying many kinds of forms and filing methods, the writer is convinced that the visible filing plans are best for all purposes to be served by this type of record.

Form 4

**KEEP THIS CARD IN FRONT OF YOUR PACK**

Directions for Recording Permanent Record Cards

**A. GENERAL**

1. By face of card is meant the side on which semi-quarterly record is kept; by back, the side given over to miscellaneous data.
2. White cards are for girls, buff for boys.
3. All work is to be done in ink by teachers, none by pupils.
4. Cards are to be in office files every night.
5. All grades should be recorded the week report cards are issued.
6. In starting a card, observe these directions:
  - (1) Write pupil's name on both sides of card.
  - (2) Write term dates at top of face of card.
  - (3) On back of card fill out date of entrance, school last attended, assigned to grade-quarter-section, adviser, date of birth, place of birth, parent's name, residence No. 1, parent's occupation, block No. 1. On basis of this assignment line write: I. Q., name of test, month and year given, as "I. Q. 110, Terman, May, 1924." For graduates of St. Louis sixth grade give elementary school rank. In case of an advanced new pupil, administrator will fill out this line.
  - (4) On vaccination line copy from pupil's cumulative record card Item 5, provided there is an O. K. or similar notation. When pupil is inspected in this school, write P for positive result and N for negative, and give date. If pupil is vaccinated after entrance, give date of vaccination and result of inspection following.
  - (5) Where pupil enters at beginning of second term record attendance data for first term at left of space for first half-quarter, immediately after days enrolled, etc. Attendance is obtained from cumulative record card, Item 15.
  - (6) Do not write your name as adviser on face of card until end of term.
7. In recording grades at end of first half-quarter, notice that grade, quarter, and section are called for.
8. Each half-quarter keep attendance and citizenship items, and honors awarded recorded to date. To record honors give month and year.
9. When pupil is transferred from one group to another, new adviser should fill out, on back of card, present adviser and date.
10. When a new pupil enters school begin to record grades in that section of the card that is being used on cards of other members of the group.
11. When a pupil moves, fill out, on back of card, residence No. 2, block No. 2.
12. When pupil leaves fill out left school and reason lines.
13. Record for remarks any item for which the card does not seem to provide.
14. Record summer school marks on face of card in nearest column headed S. 19....
15. Totals of attendance should be put in t. column. If totals for year are desired, record them in blank space at right of t. column.

**B. FOR SEVENTH GRADE ADVISERS**

1. Record letter grade each half-quarter for all subjects except drawing. For this subject put an Arabic figure in drawing space to indicate the number of periods per week the class meets.
2. Record cooking and sewing under household arts; record "manual" under manual arts; "music" under chorus music and "gym" under physical training.
3. At end of term record in av. column a P for each subject passed, and an F for each failed. Where necessary, consult grade administrator before filling out promoted to and signing name. Give grade, quarter and section promoted to.

**C. FOR EIGHTH GRADE ADVISERS**

1. On back of card fill out eighth grade elective and date begun.
2. Record letter grade each half-quarter for all subjects except allotment drawing, allotment manual training and allotment household arts. For them put Arabic figures to indicate the number of periods per week the classes meet.



3. Record elective art under art; drawing for those electing household arts under drawing (h. a.); "manual" under manual arts; commercial "z" for entire term on the one line; for backing write the word in on space below physical training; for language try-out use the appropriate language spaces.

4. In second term the elective often changes; if so, fill out elective changed to and date.

5. In A classes entering ninth grade before close of term record letters for first three half-quarters under social study and for fourth half-quarter under community civics. At end of term record a per cent grade in av. column for all subjects except chorus music and physical training. Fill out, on back of card, curriculum elected in ninth grade. Mark 9-1, at left of first half-quarter's space, all subjects except English and social study and general science.

6. At end of term in B, C and mixed classes record in av. column a P for each subject passed, and an F for each failed.

7. Where necessary, consult grade administrator before filling out promoted to and signing name. Give grade, quarter and section promoted to.

#### D. FOR NINTH GRADE ADVISERS

1. On back of card fill out curriculum elected in 9th grade and, when necessary, changed to. If plans are rather definite, fill out planning to attend what college.

2. In A classes completing ninth grade at close of term record letter grade in community civics for first half-quarter and vocations grade for remainder of term.

3. At close of term, on face of card, after promoted to write 10th grade. If there are failures in any subjects add except in..... In case of doubt consult grade administrator.

4. At end of term: (1) Fill out ninth grade credits, giving per cent grades and units of credit; term 1 means the term of the subject, not the term it was studied. (2) Fill out 10th grade assignments from corrected preliminary assignment cards; fill out also curriculum elected in senior high school. (3) Fill out left school by giving date; fill out reason by writing name of senior high school to be attended.

#### Form 5

#### POST-INDEX FOLDER FOR GENERAL RECORD (Outside)

This is to certify that.....was in attendance at  
.....school.....

(In this section of the outside of the Post-Index folder may be placed the transcript of the pupil's work in the former school. A convenient method is that of sending one of the folders to that school and requesting that the transcript be made directly upon it. The folder may then be used for the pupil's *General Record*.)

#### GENERAL RECORD

#### JUNIOR HIGH SCHOOL

Pupil—Baker, Mary

Parent—Baker, John

Address—

(This is page 1, on the outside of the Post-Index folder. Here may be placed the miscellaneous information required for the permanent record.)

## Form 6

## POST-INDEX FOLDER FOR GENERAL RECORD (Inside)

Baker Mary

	Year		Grade		Year
	19	19			
	Gr	1st sem	2d sem	Cr	
Eng					
Math					
Sci					

(On the inside of the folder appears the scholarship record of the pupil. There is ample room for marks from regular reports, accounts of work made up in summer school or by examination, and explanatory remarks. By using the full length of the sheet it is possible to list every course offered by the school—that is, each subject of each grade—thus making the record more definite and hence clearer.)

The Post-Index system is an excellent example. It is possible with this system to use a four-page folder with plenty of room for all desired data. These folders are held in place by removable wires. The names of the pupils are all visible when the drawer is pulled out. The handling of records by this plan is extremely rapid and convenient.

Forms 5 and 6 show the manner in which the various parts of the record may be arranged upon the folder of a visible filing system.

Following is a list of items which are appropriate to this *general record*:

1. Personal: Name; successive addresses; date and place of birth; sex; color; nationality; date of first enrollment; dates of withdrawals; date of re-entries; reasons for withdrawals; occupation after withdrawals; senior high school entered, with date; names of homeroom teachers, with dates; course entered in ninth grade; grouping; I. Q.; disparity between achievement and ability (plus or minus) at graduation; rank in class at graduation.

2. Family: Father, mother, or stepfather; mother or stepmother; birthplaces of parents or guardians; occupation of each; business address of each;

parents living? Separated? Causes and dates of deaths; names and ages of siblings.

3. Scholarship: Semester mark, year taken; subject and grade of subject; units of credit; details of work made up.

4. Days absent, times tardy.

5. Extracurricular: Activities participated in, with dates: clubs, athletics, debate, dramatics, school paper, annual, orchestra, glee clubs, etc.

6. Vocational: Subjects best liked; subjects most disliked; hobbies; outside work; vocational preferences; sports enjoyed, etc.

b. The *health record* is appropriately kept in the files of the physical-education department until the pupil has left school, when it becomes a part of the office record. It can be arranged in such a way that the original entries may be made by the examining physician, the nurse, or the physical-education instructor, directly upon it, thus saving clerical labor.

The general plan of the health card permits the recording of the results of the periodical examinations, of the recommendations growing out of the examinations, and of the notations of improvement. Professor

John Guy Fowlkes, of the School of Education, University of Wisconsin, has formulated a card of this kind.

Following are items which belong on the health record:

- Vision
- Hearing
- Heart
- Skin
- Breathing
  - Vital index
  - Tonsils and adenoids
- Nutrition
  - Weight-height index
  - Subcutaneous fat, etc.
  - Teeth
    - Caries
    - Maturity
    - Malformation, etc
- Physical Efficiency
  - Strength
  - Cardio-vascular efficiency
  - Agility
  - Athletic ability
  - Coordination
  - Maturity
  - Et cetera
- Orthopedic
  - Posture
  - Spine, feet, knees, etc.
  - Deformity
- Vocal
  - Palate
  - Speech defects
- Glands
  - Especially thyroid
- History
  - Rheumatism
  - Measles
  - Scarletina
  - Diphtheria
  - Mumps
  - Pneumonia
  - Influenza
  - Grippe
  - Rickets
  - Inoculation
    - Vaccine
    - Toxin-antitoxin
    - Et cetera

It should be emphatically stated at this point that the records of health and physical efficiency are extremely important to the future of the health program. Most of

our health measures in the schools today have been derived by deduction and prognostication, and nobody knows yet whether they are accomplishing anything. They are merely plausible devices. Posture, for instance, has taken a great deal of our time and attention. Much effort has been put forth to induce children to assume positions defined by the American Child Health Association and similar organizations as correct posture. These standard postures, though based on physiological considerations, are purely synthetic and, so far as observed facts are concerned, are without visible support from experience. Perhaps bad posture, if we learn to define bad posture, is merely a symptom of malnutrition, or low muscular tone, or failure of the system to respond to the unusual demands of the period of adolescence. Perhaps we should pay no attention to the symptom except as a symptom, but direct our treatment at the underlying cause. None of these questions can be answered satisfactorily until the effects of certain plans of physical education can be found in the health records of the school.

c. The record of progress in fundamental skills and abilities may be called the *ability record*. In form it may be much simpler than either of the other permanent records; that published by Fowlkes of Wisconsin is convenient and comprehensive. It is simply a record of successive administrations of tests designed to estimate the abilities which underlie school success. Intelligence or mental ability, reading, arithmetical fundamentals, language usage, and composition ability, at least, are fundamental enough to make it worth the while of the junior high school to estimate them two or three times during the three-year period. These periodical estimates are retained as permanent records because of their explanatory relationship to the scholarship record.

The scores on tests of this kind are usually a part of the scheme of ability group-



Form 7

DIAGNOSIS CHART

Pupil.....Sex..... Home Room Teacher.....  
 I Q.....Test..... School.....  
 Rank-in-class..... Health.....

ITEM	Score	Age	Score	Age	Age Level	Mental	Chron.	Dent.	Ht.	Wt.	Social	Ednl.	Reading	Arith.	Sci.	Hts.Lit.	Lang.	Spell
Date					22													
Mental					20													
Chronological					18													
Dentition					16													
Height					14													
Weight					12													
Social					10													
Educational					8													
Reading																		
Arithmetic																		
Science																		
Hist.-Lit.																		
Lang.-Usage																		
Spelling																		

ing. In order to facilitate their use for this purpose a diagnosis chart may be used. At the left of the chart (See Form 7) the scores and corresponding age levels are entered in figures. At the right, the age levels are shown graphically. This particular chart is planned for use with the Stanford achievement test. When the points showing the various achievement levels are connected with straight lines, the resulting zig-zag line shows clearly the points of strength and weakness.

Reading tests like the Sangren-Woody and the Iowa go deeply into study abilities; they reveal strength and weakness in types of vocabulary, in sentence and paragraph interpretation, and in specific abilities like

that of using the index of a reference book. When the giving of these tests and the recording of the results are followed by clinical treatment, the regular work of the junior high school feels the effects.

*Annual Records:* This type of record contains information that is needed for current operations but which will not be needed after the year is finished, or after the pupil has left for the senior high school, or after he has finished high school. The length of time that must elapse before one of these may be destroyed will depend upon the nature of the contents, the amount of detail which is transcribed on the permanent records, and the circumstances of the school itself.

a. The *registration card* is filled out at the beginning of each year. It is the pupil's office representative. It contains information which the school needs about his present circumstances. Among the items are: name; date of entry (this year); address; telephone number; name of parent or guardian; business address and telephone of parent or guardian; grade membership; number of homeroom; name of homeroom teacher; date and place of birth, if entering for the first time; and locker number.

There are schools which use three different cards for these purposes. The first is filled out by the pupil at the time he first enters the school, giving such items as place and date of birth, facts about the home and the parents, and other data which the school wishes to record but which need not be obtained every year. The second gives data which are frequently needed—address, telephone number, business address and telephone number, and similar items. The third contains replies to inquiries about plans for college, vocational interests, outside work, and similar matters which have a direct bearing especially upon the guidance program.

b. The *program card* is to make it possible to find the pupil at any time of the day or week, to show the subjects which the pupil is pursuing, and to serve as a check

against the registration cards in totaling the enrollment.

c. The *annual class record* is the teacher's report to the principal upon the scholarship and attendance of the pupil, including the report on citizenship, or traits, or other items which serve either to explain the scholarship marks or to give additional independent information. There is usually one large card for each of the teacher's classes. This contains the name of every pupil enrolled in the class at any time during the year or the semester, according as one or the other is used as the unit of program building. If the schedule is remade at the end of each semester, the teacher will have two sets of annual class records for each year. This record shows everything that appears on the report to parents. In fact, the report to parents is essentially a transcript of this annual class record, and should be so made.

On the back of this record a section should be devoted to careful description of the circumstances of failures, incompletes, and nonmastery cases. Where the teacher leaves the way open for completion of the work, an exact statement of the conditions of this redemption should be given. Both teacher and principal may be gone when the time comes for this work to be made up, and a written statement of the conditions is

## Form 8

### CLASS REGISTER

### LEGEND

ADVISER —	A—NOW ENROLLED T—CONTINUING EDUCATION ELSEWHERE W—WITHDRAWN BECAUSE OF FINANCIAL NEED F—WITHDRAWN BECAUSE OF FAILURE L—WITHDRAWN—"DON'T LIKE SCHOOL" H—WITHDRAWN BECAUSE OF HEALTH S—STOPPED AFTER COMPLETING 9TH GRADE
GROUP NO.	10—ENTERED 10TH GRADE R—RE-ENTERED BLEWETT J—TRANSFERRED TO ANOTHER BLEWETT GROUP U—WITHDRAWN—CAUSE UNKNOWN

[illegible]

important. The permanent record of scholarship is of course made by transcription from the annual class record.

*Special Records:* a. One of the guardianship functions of the school is expressed in *child accounting records*, which are intended, among other things, to keep the child from dropping out of sight. Systems have been devised by Professor John Guy Fowlkes, of the University of Wisconsin, and Professor Arthur Moehlman, of the University of Michigan.

One of the claims of the junior high school is that it brings about a higher degree of retention than was common under the 8-4 plan of organization. This is often hard to prove, because of the constant transfer from school to school. Form 8 shows a card which may be used over the period of the stay of a group in the school, to make possible a summary of elimination and retention at the end of that period. At the end of each half year, entries are made in one of the columns, using the code at the top of the card. The name of each pupil who enters the group is placed upon the card, no matter how short his stay, and there are no erasures. The list usually increases in length throughout the three-year period, but, at the end, every case can be accounted for.

b. The *adviser's record* is made up from other records by transcribing data which are of current value in handling the pupil's case; there is a card or sheet for each pupil. Another source of items for this record is of course the guidance activities themselves. The adviser sets down from day to day or from week to week his memoirs, impressions, and hopes.

c. There are a number of miscellaneous *guidance records*, many of which arise from the process of following the pupils through their later experiences. For instance, the

senior high school assembles data on ability and scholarship over a period of two or more years, and works out a correlation coefficient to show the relation between the intelligence quotient and the scholarship marks in the academic subjects. From this coefficient and the respective standard deviation of the intelligence and scholarship distributions a regression equation may be worked out. From this equation, or from the regression line which is its graph, scholarship levels may be predicted from intelligence quotient. Thus each junior-high-school principal may determine which of his graduates are working in proportion to ability and which are falling below, and may know whether his product as a whole is succeeding in the senior high school in harmony with its ability. Studies of this kind, made as a part of the guidance program, constitute special records which should be preserved from year to year for purposes of comparison. Distributions of teachers' marks, summaries of all kind fall in this class.

In conclusion, one principle is enunciated which may be used to bring about a compromise between those who wish for elaborate records for research purposes, and those who desire simplicity. Since it is the exceptional case which affords the most significant data, the junior high school should expect to make full records of special cases. As soon as it is clear that a case will call for careful and prolonged or radical treatment, a folder should be prepared into which can be put casual and deliberate records of pertinent facts with regard to that case. Such folders can be, later, a source of much valuable evidence. A folder for each child in the school, however, is hardly justifiable. For the great majority we need a system of records and reports which is simple, concise, and, above all, easy on the nervous system.



## SENIOR-HIGH-SCHOOL RECORDS AND REPORTS

A. B. BRISTOW AND WILLIAM M. PROCTOR

**EDITOR'S NOTE:** *Mr. Bristow is the principal of the Matthew Fontaine Maury High School, Norfolk, Virginia. He has long been interested in records and reports and has served as a member of the Committee of the National Association of Secondary School Principals which issued a report on personnel records.*

*Dr. Proctor, professor of education in Stanford University, is chairman of the editorial committee which prepared this number of the CLEARING HOUSE. Our readers remember the valuable contribution Dr. Proctor made to the October number of the CLEARING HOUSE when he wrote on "A Re-statement of the Aims of Secondary Education in Terms of Adjustment."*

F. E. L.

Every administrator of a unit of the secondary school feels keenly the inadequacy of his system of records and reports. He sees the need for improved materials for recording and reporting the conditions in his school as they relate to the physical plant, the teacher and administrative personnel, and the pupils entrusted to his care for a period of years. At the same time he visualizes a system that fills every need until actual installation disillusion him. Adequacy in record systems is approximate only. Like the proverbial cow gazing at the grass on the other side of the fence, he is convinced that his system is inferior and at once begins to collect forms, adapt them, and build another system. Modern business organizations have many suggestions to offer the school administrator. They have systematized and standardized filing devices and materials for assembling, reporting, and recording data of all kinds. Their files reveal easily the progress from raw material through the various changes and processes to the finished product, its distribution and consumption. The administrator of a well-organized high school should have a system of records and reports just as revealing and as complete and accurate as that of the bank, the business corporation, or any other well-organized and efficiently conducted institution.

The feverish activity of administrators, research departments, and commercial manufacturers of office equipment and supplies

attests the growing interest in, and the acceptance of almost any well-advertised system of records that claims simplicity, economy, and accessibility among its virtues. Much of the dissatisfaction with the forms now in use, and the uneasiness and almost anxiety, at times, in pupil accounting in the high school are justifiable. It is appalling to know how little information the average school administrator possesses of the individual pupil who is committed to his care. The records and reports usually present an array of Roman or Arabic figures in a much too mechanical and impersonal way. Information that is descriptive of the individual, his interests, personality, character, ability, and the like is needed. Inasmuch as the school is usually administered by a much too limited office personnel, and with almost certain inadequate equipment, good management makes it mandatory that blanks, forms, and filing equipment be of such character as to ensure the maximum of desirable information about the factors of the school with the minimum expenditure of time, effort, and materials.

A casual examination of the forms for records and report in use in a large number of high schools throughout the country reveals nothing so uniform as *diversity*. High schools in the same city or other political division seldom use forms that are uniform, and reducible to common data. The variety of colors, sizes, stocks, etc., seems almost inexcusable. Expansion of forms in some

systems is limited only by the capacity of the high-school printing plant or the ingenuity of the person using the special forms. Whenever new or additional information is needed the *sine qua non* seems to be a new blank, varying in color, form, or size from existing ones. Revision and discard of forms are not nearly so popular as accretion. Hence filing systems clogged up, offices littered with useless and unavailable data, and far too often filing clerks and office personnel swamped with the details and minutiae of their positions with impaired morale are all too prevalent.

Efficient high-school administration demands record and report forms that conform to the principles of good business management. Local needs and conditions should characterize the kinds and numbers of forms. Along with data of local interest and importance should be recorded information of general use and significance in making up records and reports for State and Federal departments. "There is a large amount of data common to all schools which are essential in all forms and records regardless of the system or locality."<sup>1</sup>

#### THE PURPOSE OF RECORDS AND REPORTS

Records are usually data compiled for use within the school or school system. They should reveal accurately conditions existing at the time of compilation. More or less permanency of interest and form characterize them. Reports are usually data assembled or compiled from records for the use of another, usually for the public or co-workers in the system. They are informational, and are of more or less temporary interest and value. The purpose of both is to portray existing conditions and to furnish data and information in the most effective and available form for use in administering the school.

**Essential Characteristics:** The character and number of forms which are needed in

any school system will vary according to the size, the type, and the organization. It is essential that the forms in use render the desired information when needed. There are certain principles which should govern the selection of an accounting system or control the administrator in his effort to develop one for his own needs. Records should be easy to make and use. Data assembled should permit of only one interpretation. Forms should be of uniform stock size, and the minimum in number. Mechanical arrangement should permit easy recording of data by machine or manual writing. Wherever possible information and data should be recorded by *checking* and *underscoring*. Items of data should be systematically and logically arranged. They should be cumulative and capable of being related to other data sequentially.

Permanency of materials should characterize important records and reports. Only good quality of paper, cardboard, and ink should be used. The nature of the data should determine the permanency of its value. The more simple the form and information recorded the more usable will the record be. Simplicity and permanency are essential. Data of temporary value may be recorded on mimeographed forms or with materials less expensive and permanent than the more important records and reports.

Data assembled are of little value unless accurate. All forms should ensure accuracy in the compilation and use of recorded items of information. If the accuracy of data is questioned, it is frequently worse than no data. Testing the validity of data should be easy and as far as possible automatic. Useless duplication should be avoided. Eliminate the nonessential. However, one form should act as a check against another whenever duplication does occur or is necessary.

Forms should render the recording of all desirable data easy and with minimum effort. Incomplete or insufficient data are almost as bad as inaccurate data. The in-

<sup>1</sup> *Guidance in Secondary Schools*, Bulletin 19, 1928, National Association of Secondary School Principals, p. 68.

adequacy of data should be determined by the needs and uses for which they are intended. Many of the details on record forms are unessential and useless. Information must be such that when it is transferred from its original *locus* to other forms identity and validity remain. All data should be capable of being used in reports and statements to divisions higher in the system. Economy in labor and material should demand that the worth-whileness or value of the data to be recorded be established.

*Recent Studies in Records and Reports:* The National Association of Secondary School Principals has had one or more committees in recent years working on standard forms and blanks. Much valuable material has been placed in the hands of administrators through the Association's publications. Material in the Tenth and Eleventh Yearbooks is particularly valuable. One section of Bulletin 19, Guidance in Secondary Schools, 1928, is devoted to forms and records. Also Bulletin 20, 1928, Proceedings of the Twelfth Annual Meeting, National Association of Secondary School Principals, pages 166-177, gives recommended forms for cumulative record cards. Two outstanding manuals with texts are now available in school accounting. Chapters or sections on high-school accounting in *Child Accounting, A Manual of Child Accounting Technique*, Otis and McAllister, World Book Company, and *Administration of Pupil Personnel*, H. O. Heck, Ginn and Company, 1929, pages 237-297, deal with records and reports relative to guidance and personnel work. Also H. H. Foster's book, *High School Administration*, The Century Company, 1928, pages 468 to 501, and 618 to 647, discusses the philosophy of records and reports, and gives graphic illustration of the principles discussed. Likewise, *The Educational Record* (supplement), Amer-

ican Council of Education, No. 8, July, 1928, contains a report of the Subcommittee on Personal Record Cards, pages 14-52.

The following pages contain reproductions of sample record cards and reports which have to do primarily with student accounting. The effort has been made to select, from the many hundreds of forms collected, a few illustrative samples in each of the main subdivisions of administrative record keeping. It will be observed that no records and reports dealing with costs, cost accounting, supplies, etc., have been included. These have been left out, not because they are unimportant, but because of limitations of space, and because they could not be adequately treated without a considerable amount of explanatory discussion. Such records, requisitions, and reports deserve special, expert attention, and it is hereby suggested that at a later date such a use be made of an entire issue of the CLEARING HOUSE.

Not all of the possible administrative divisions in the field of student accounting in the senior high school receive special attention in this discussion, but it is felt that a sufficient number are given for illustrative purposes. Those which are given are not offered with the idea that they should be copied, but as indicating how certain high schools approach their student accounting problems. The very diversity and lack of standardization shown is in itself an argument for a continuation of the type of work now being done by the National Research Council, the National Association of Secondary School Principals, and various foundations to promote standardization of the more commonly used records.

The sample records and reports are grouped under seven main headings, with from one to six or seven samples under each heading, as follows:



**High School Registration Card (Strayer and Englehart Series)**

Write in ink only. Write neatly. Be accurate.

Date \_\_\_\_\_

1. Last name		2. First name		3a. Middle name	
3. What school did you attend last semester?					
		<i>Name of school</i>		<i>Grade or class</i>	
4. Place of birth		4a. Date of birth: Year		Month	
<i>City or town</i>		<i>State or country</i>		<i>Day</i>	
5. In what year were you last vaccinated?		5a. Name of family physician			
6. Name of parent or guardian					
		<i>Last name</i>		<i>First name and initial</i>	
7. Occupation of parent or guardian					
8. Present residence					
<i>No.</i>		<i>Street or R. F. D.</i>		<i>City or town</i>	
				<i>Phone</i>	
8a. Residence of parent or guardian					
(if different from yours)		<i>No.</i>		<i>Street or R. F. D.</i>	
				<i>City or town</i>	
9. What course are you taking?		10. In what year do you expect to graduate?			
11. For what profession or trade are you preparing?				What higher institution?	
12. If you are a nonresident student, what is your own school district?					
		<i>No.</i>		<i>Town</i>	

*Notes:* If you have not already presented documentary evidence of your date of birth to this school system, please bring a birth certificate, baptismal certificate or other document certifying to your age. It will make our records more accurate. It will be returned to you. Everyone should have a birth certificate and guard it carefully.

### Subjects passed during last semester

[illegible]

Under the "Passed or Failed" column write P or F. This information will be checked with the permanent school record and inaccuracies will be brought to your notice.

Write subjects as follows: Alg. I A.; Eng. IV B;  
Biology I B; French III A, etc.

## GROUP I (FORMS 9 TO 15 INCLUSIVE)

## DEALING WITH REGISTRATION AND CLASSIFICATION OF STUDENTS

Reavis and Woellner<sup>2</sup> found that 93.5 per cent of the schools covered in their study kept track of enrollment or membership in their schools. Since many problems

of administration hinge upon the size of the student body as a whole it is important for the local school authorities as well as the State officials to be able to get accurate records of school membership. For purposes of internal administration also it is important to know the size of individual classes, as well as to be able from the student's individual program card to tell at any period of the school day what he is doing and where he may be found.

<sup>2</sup> W. C. Reavis, and Robert Woellner, "Office Records and Reports in Secondary Schools," *School Review*, XXXVII, September, 1929, No. 7, pp. 496-509.

## Form 10 (Front and Back)

## Student's Information and Schedule Blank.

## High School

Full Name				Class
Born	Month	Day	Year	Enters from
Parent or Guardian				School and Class
Home Address				Tel.
Occupation				Ward
Business Address				Bus. Tel.
Date of Entering School this year				
Reporting Teacher				Room
Course				
Elective				
Literary Society				
Remarks				

## Pittsburgh Public Schools

Name.....Date.....

## Schedule

Class.....Reporting Room.....

DAYS	1	2	3	4	5	6	7
Subject							
MON.							
TUES.							
WED.							
THURS.							
FRI.							

Fill out by inserting room number and subject.

Underline study periods.

Form 11

PUPIL'S SENIOR HIGH SCHOOL PROGRAM

Name of pupil..... Expects to graduate.....19...  
 Will attend college?..... Name of college selected or several from which  
 choice is probable.....  
 Probable college course..... Entrance requirements of college  
 selected: Eng.... Math.... Lang.... Hist.... Science.... Optional.... Total.....  
 Vocation pupil expects to enter or several from which choice is probable.....  
 Senior high school major groups: English, two units (required), Social Science, two units (re-  
 quired), and....., two units.

Subjects selected by semesters

Ninth Year		Tenth Year	
1st Semester	2nd Semester	1st Semester	2nd Semester
Eleventh Year		Twelfth Year	
1st Semester	2nd Semester	1st Semester	2nd Semester

To the Parents:

After consultation with the pupil named above, as to his future plans, and a consideration of his abilities and aptitudes as shown in his previous school record, the above course of study has been selected. If this selection meets your approval, kindly return the sheet with your signatures. If you desire a change in this program, we shall be glad to interview you or you may indicate the change desired with your reasons, in the space provided below. We shall welcome any information regarding the pupil or your plans for him, which will enable us to advise him more wisely.

Sincerely,

Date..... Home Room Teacher.

We approve the above course. This approval is given with the understanding that changes may be made later, subject to the curriculum requirements of the school, upon our written request.

..... Parent

Date..... Parent

Remarks:.....

.....

.....

DES MOINES PUBLIC SCHOOLS



## Form 12

## Pupil's Senior High School Course of Study

Name of Pupil..... Expects to graduate .....19....  
 Will attend college?..... Name of college selected or several from which choice is probable  
 Probable college course..... Entrance requirements of college  
 selected: Eng.....Math.....Lang.....Hist.....Science.....Optional.....Total.....  
 Vocation pupil expects to enter or several from which choice is probable.....  
 Senior high school major groups: English, two units (required), Social Science, two units (re-  
 quired), and....., two units.

## Subjects selected by semesters (Use approved symbols)

Groups	9B	9A	sum- mer	10 B	10 A	sum- mer	11 B	11 A	sum- mer	12 B	12 A	sum- mer	Total Units by Groups
1. English													
2. Social Science													
3. Language													
4. Mathematics													
5. Natural Science													
6. General Commercial													
7. Stenographic Commercial													
8. Home Economics													
9. Industrial													
10. Art													
11. Music													
12. Normal Training													
13. Phys. Ed.													
Total No. Units completed													

(Cancel (/) subjects at present enrolled; cross out (X) subjects completed)

I expect to follow the course outlined above unless changed later after consultation with my parents  
 and my home room teacher.

Date..... Pupil's Signature .....

Approved..... Home Room Teacher

Approved..... Vice-principal

Approved by parent.....19....

Revised at parents' request as follows: .....

(This plan sheet is to be kept on file by the Home Room Teacher.)

DES MOINES PUBLIC SCHOOLS

## Form 13 (Front)

## CLASS LIST

Read the Directions on the Back of this Sheet	Repeaters. Give Num- ber of Sem. Including This One	First Seven Weeks			First Thirteen Weeks			Semester			.....School Semester Ending. ..... Subject..... Period..... Teacher..... Remarks
		Days Ab- sent	Days Made Up	Marks	Days Ab- sent	Days Made Up	Marks	Days Ab- sent	Days Made Up	Marks	
1											
2											
3											
4											

## Form 13 (Back)

Synopsis of work done.....Text Book.....

Portion of Text Completed	
Classics Read	
Notebook Work	
Remarks	

## DIRECTIONS

These sheets are bound for preservation, and form a part of the records of the school. The value of these records is determined by their accuracy. For this reason great care should be taken in the preparation of this sheet.

Each class should be arranged in an alphabetical list, by boys and by girls (boys first), one class on a sheet.

"Days Absent," "Days Made Up" and "Marks" are cumulative. That is, the last entries cover the semester record to the date of the entry.

\* The "Date of Entrance" for pupils who enter late and "Date of Leaving" for those who withdraw before the close of the semester must be given under "Remarks."

☞ The pupils' marks are placed on the "Report to Parents" from the class sheet and never from the Teacher's class book.

The class lists are to be in the office at all times, except when grades are to be entered upon them.

DISTRIBUTION OF MARKS

		5			4			3			2			1			Drop- ped			Total En- rolled		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
First Seven Weeks	Number Given Each Mark																					
First Thirteen Weeks	Number Given Each Mark																					
Semester	Number Given Each Mark																					
Semester	Distribution of Marks of Pupils Dropped																					

Form 14

Teacher's Summary of Class Enrollments by Periods

MAURY HIGH SCHOOL  
CLASS REPORT

M. H. S. 178

PERIOD	SUBJECT	GRADE	ROOM	BOYS	GIRLS	TOTAL
1						

.....192.....

.....  
Teacher

Form 15 (a)

MAURY HIGH SCHOOL

APPLICATION FOR CHANGE OF COURSE

I hereby apply to the Principal of the Maury  
High School for permission to change my course  
from

.....to.....

.....  
Signature of Pupil

Approved:

.....  
Signature of Parent

Reasons for desired change:

.....

.....

Approved:

.....

Principal

Date.....192....

Form 15 (b)

MAURY HIGH SCHOOL

PERMIT TO CHANGE CLASS

Date.....192

M.....

Is allowed to change.....

from.....period, Room.....

to.....period, Room.....

The above change has been recorded.

(To be signed by each Class, Home Room, and Study  
Hall Teacher concerned and by Assistant in office to Assis-  
tant Principal.)

.....

.....

.....



GROUP II (FORMS 16 AND 17)

ATTENDANCE RECORDS

The methods of keeping track of individual attendance and average daily attendance in high schools varies. In some States county and State aid is apportioned on the basis of average daily attendance. The methods of bookkeeping in such instances are usually prescribed by the State in order that all records may be comparable.

The larger the school the more difficult the task of checking on the whereabouts of each individual pupil. For this reason some schools have each teacher post a list of her absences on a hook outside her classroom door. These absence slips are collected by the attendance clerk from the principal's office at the beginning of every period. Each teacher also files a daily report of absences and tardinesses. The homeroom teacher not only takes account of absences from the homeroom period, but of the total absences and tardiness of the students in her group.

Students who have been absent must clear through the office by proper excuse, and present to homeroom teacher permit from office to reënter. This serves as a check on causes of absence and tardiness,

and also safeguards the rest of the student body from too early return of students who have been absent on account of contagious diseases.

Form 17 represents a type of investigation which is often necessary in following up absence excuses or continued absence. Even where high-school students are beyond compulsory age limits, it is to the high school's interest to have a certain amount of follow-up work done in order to maintain attendance standards.

Form 16 (a), (b), and (c)

TEACHER'S DAILY REPORT (a)

Date.....

To.....

PUPIL	Report	Period

Signed..... Teacher

Des Moines Public Schools

DAILY ATTENDANCE REPORT (b)

Absences.....19....

.....Home Room Teacher

Name of Pupil	All Day	1	2	3	4	5	6	7	8	9	10

Des Moines Public Schools

HIGH SCHOOL ADMISSION CARD (c)

Time..... Date.....192..

Please admit.....

to recitations today only, without excuse for absence.

This Permit must be signed by each Teacher concerned and left on file in the office by student at close of last recitation period

Reporting..... Teacher	4th Period.....
1st Period.....	5th ".....
2nd ".....	6th ".....
3d ".....	7th ".....
	Principal.....

Pittsburgh Public Schools

Form 17 (Front and Back)

## ATTENDANCE INVESTIGATION CARD

(Front)

Last Name				First Name							
Date of Birth			Age	Grade	W	B	Telephone Number				
Mo.	Day	Yr.			C	G					
Parent or Guardian				Residence				Date Notice Sent			
School				Last Day in School				*Date Notice Received			
Should Pupil be urged to return to school						Yes					
Put cross after yes or no						No					
If not, why											
Information obtained by teacher											
										Source of Information	
*Case taken by				Principal or Teacher							

\*To be filled by Attendance Department

DES MOINES PUBLIC SCHOOLS

Name of Child

School

(Back)

Date Case Received by Attendance Officer

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31									

Date Visited and Reported On

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31									
---	--	--	--	--	--	--	--	--	--

Cause of Absence				Action Taken				Condition of Home			
1. Neglect of Parent		9. Poverty		Notified Parents		Good					
2. Illegally Employed		10. Child Sick		Relief Given		Fair					
3. Wilful Truancy		11. Death in Family		Settled by Phone		Poor					
4. Other Illegal Absence		12. Sickness		Held Pending		Neglected					
5. Moved To		13. Other Legal Absence		Referred to Director		Broken Home					
6. Over Age		14. Wrong Address		Settled at School		Mother Working					
7. Legally Employed		15. Delinquency		Returned to School							
8. Tardy		16. Conduct									

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M....  
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M. H. S.  
M....  
Is all  
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M. H. S.  
M....  
Is all  
H. S. 17

The ta  
Mr.  
Miss...

GROUP III (FORM 18)

ROUTINE PERMITS AND PASSES

In the small high schools where pupils are known personally to the principal and teachers it is not necessary to maintain a system of internal permits and passes. However, in the large high schools, where there are hall monitors, and where, without some system of accounting it would be easy for students to waste time and evade responsibility, it is desirable to have each student carry with him his authority for his presence at points where he is not supposed to be. Hence, library permits, early dismissal cards, etc.

Form 18 (a), (b), (c), (d), and (e)

ROUTINE PASSES AND PERMITS

M. H. S. 19 (a)

M.....

Is allowed to make up lessons missed on account of.....day's absent.

M. H. S. 32 (b)

M.....

Is allowed to go to library.....bell  
.....192....

H. R. Teacher

M. H. S. 128 (c)

M.....

Is allowed to bring excuse for absence to-morrow.

H. S. 17 (d)

MAURY HIGH SCHOOL

The tardiness of

Mr..... is  
Miss..... is not  
excused

H. S. 12 (e)

EARLY DISMISSAL CARD

Excuse.....

Cause.....

Reporting Room.....Mo.....Day.....

From.....to.....

Not valid unless signed by Principal and all teachers concerned and left on file in the office before student leaves the building.

Reporting } Teacher }	4th Period.....
--------------------------	-----------------

1st Period.....	5th " .....
-----------------	-------------

2nd " .....	6th " .....
-------------	-------------

3rd " .....	7th " .....
-------------	-------------

Principal.....

Pittsburgh Public Schools

GROUP IV (FORMS 19 TO 21, INCLUSIVE)

REPORTS TO PARENTS

It is highly desirable for the high school to keep in touch with the parents of its students. One of the first matters on which the school usually desires to have the reaction of the parents is that of the student's program or schedule of studies. Form 11, previously given, illustrates that form of communication with parents. Other occasions for communicating with parents are shown in the following forms. Since parents are often responsible for the child's absence by not understanding the regulations of the school, or through carelessness in checking on the child's movements, it is desirable for the school to inform the parents regarding absences and tardinesses. Form 19, a, b, and c, illustrate this form of communication, as well as the precaution of securing authentic signatures of parents or guardians to guard against forgeries. Some schools, however, take the student's word for the cause of the absence or tardiness, but mail a postcard to the parents each time merely for informational purposes.

Another form of parental report is that giving information about schoolwork, either in the form of monthly or term report cards, or of special deficiency notices. Some schools also send letters of commendation



for superior work to the parents of all students attaining certain scholarship levels. Form 20, a, b, and c, illustrate the scholarship and deficiency reports to parents.

Matters of discipline also require forms for making reports to parents. Requests

for interviews, notices of pending suspensions, or other disciplinary action, can be handled more expeditiously if there are handy forms which can be filled out with a minimum of effort. This type of report is illustrated by Form 21, a and b.

*Form 19 (a), (b), and (c)*

**Reports to Parents Regarding Absence and Tardiness  
NORFOLK PUBLIC SCHOOLS**

**ABSENCE AND TARDINESS**

Norfolk, Va., ..... 192.....

M. ....

Your ..... was <sup>Absent</sup><sub>Tardy</sub> today. This is the  
..... Day ..... has been <sup>Absent</sup><sub>Tardy</sub> during the last four weeks.

We beg to remind you that punctual and regular attendance is essential to satisfactory progress. It is a serious matter for a pupil to lose even one day's lessons, and repeated absence or tardiness is quite sure to result in non-promotion at the end of the term. We are anxious that every pupil shall get the full benefit of the public school, and advance without repeating; hence we take this means of soliciting your co-operation in securing the regular and punctual attendance of your ..... Please sign and return this notice.

..... Teacher  
..... Principal

..... Parent or Guardian

**Extracts from the Rules and Regulations of the School Board:**

1. Sickness of the pupil or severe affliction in the family or exposure to contagious disease or extremely inclement weather will be considered the only legitimate excuse for absence or tardiness. For every case of absence or tardiness, the parent or guardian shall give, in person or in writing, an excuse stating the cause of such absence or tardiness. No pupil will be accepted in the school after having been absent or tardy without such excuse, except that in the case of tardiness the excuse may be given the following day.

Any pupil who has been absent three days or tardy three times in any four consecutive weeks, for other than the aforesaid causes, may be suspended and can be re-instated only with the sanction of the principal.

2. When a pupil is detained from school for sufficient cause, the parent or guardian is expected to inform the teacher promptly of the fact.

**MATTHEW FONTAINE MAURY HIGH SCHOOL**

A. B. BRISTOW, Principal

Norfolk, Va., ..... 192.....

Your ..... has been absent from school  
for ..... consecutive days.

We sent you a note at the end of the third day. This note has not been answered.

We beg to inform you that your .....  
has been dropped from our roll.

Very truly yours,

A reply by mail would be appreciated.

A. B. BRISTOW, Principal

M. H. S. 2

**SIGNATURE CARD**

Pupil's Name.....

Please recognize the following signature or signatures on reports and notes pertaining to the pupil named above.

..... Father  
..... Mother

Date..... 192.....

Parents or guardians are requested not to permit pupils or wards to sign, any school reports or notes.

Form 20 (a), (b), and (c)

Regarding Deficiency in Scholarship

SPECIAL REPORT TO PARENTS

(a)

I regret to inform you that.....  
 is not doing satisfactory work in.....  
 The cause seems to be.....

Will you assist us to secure more satisfactory results? Prompt and serious attention is necessary if the final result of the semester's work is to be satisfactory. Regular study at home, in addition to that done at school, should be insisted upon while the work is in an unsatisfactory condition. We shall appreciate any suggestions that you feel will be helpful to us.

Sincerely,

Date.....Teacher  
 Kindly acknowledge the receipt of this notice by signing and returning it or by calling and arranging for a conference.

Date.....Parent's  
 Signature.....  
 (Copies of this report have been filed with the pupil's Home Room Teacher and in the Principal's office)

DES MOINES PUBLIC SCHOOLS

(b)

COMMERCIAL HIGH SCHOOL—HOME ROOM.....19...

Name of Pupil..... Number of Deficiency Notices.....

DEFICIENCY NOTICE

I regret that the work of your.....is unsatisfactory in the subject marked thus—V

....English	....Commercial Geography	....Bookkeeping
....Literature	....General Science	....Shorthand
....Public Speaking	....Chemistry	....Typewriting
....History	....Physics	....Salesmanship
....Civics	....French	....Insurance
....Economics	....Spanish	....Stocks and Bonds
....Mathematics	....Penmanship	....Transportation
....Word Study	....Foreign Trade	....Office Practice
.....	....Law	

The earnest co-operation of the parents is appreciated. The trouble seems to us to be due to the causes checked—V

....Poor Health	....Inattention
....Late Hours	....Unprepared Lessons
....Outside Employment	....Absence
....Outside Interests	
....Lack of Ambition	
....Lack of Effort	

If there are causes which we do not understand we shall be glad to be advised. A conference with teacher or Principal may be helpful.

The most convenient time for meeting the teacher is.....The Principal may be seen generally at any time convenient to the parent.

Each student is expected to study two subjects at home each day and should carry books home for that purpose. Duplicate books cannot be furnished and parents are requested to see that books left at home are returned to school.

.....Teacher

....., Principal.

Will parents kindly sign and return each notice.

Signature.....

Parent or Guardian.

(c)

## BERKELEY SCHOOL DEPARTMENT

Berkeley, Cal.,.....192..

Dear.....

We regret to report to you that.....  
 is not doing satisfactory work in.....  
 So far as we are able to determine, the causes are.....

Since we and you are vitally interested, we send this report in the hope that we may co-operate to.....advantage. In order that we may know that you have this note, kindly sign below and return at once.

It will please us greatly if you can find time to call; if not, kindly make any suggestions that you think will be helpful on the reverse side of this card.

Respectfully yours,

.....Parent. ....Teacher.

Form 21 (a) and (b)

R. O. S. 25

(b)

REPORTS TO PARENTS REGARDING  
CONDUCT

## REPORT OF SUSPENSION

MAURY HIGH SCHOOL (a)

NORFOLK, VA.

Norfolk, Va.,.....19....

M.....  
 You are earnestly requested to call at my office at the Maury High School concerning your.....

Unless I am granted this interview, suspension will follow.

Your..... has been reported for.....  
 .....  
 .....Principal

Mr.....  
 Supt. City Schools

Sir: You are hereby notified that I have this day suspended from school.....  
 for.....  
 This is the.....time..... has been suspended this session.

Very respectfully,

.....Principal  
 Remarks:

## GROUP V. (FORMS 22 TO 25, INCLUSIVE)

## HEALTH AND PHYSICAL TRAINING

An increasing number of high schools are recognizing their responsibility in the physical and health guidance of their students. Such guidance cannot be given intelligently without reliable information, secured by competent experts and kept in such form that it can be referred to by authorized officials. All too often the physical examinations and medical examinations are made, filed away and promptly forgotten. The movement towards intramural competition in physical games and sports carries with it increased attention to the physical welfare of individual students with provision for remedial training. It should go without saying that physical measurements and medical examinations should be made only by

experts, and that care should be taken in reporting results of such examinations to parents that undue worry and concern are avoided through considerate and tactful communications. Mysterious technical terms should be avoided in such reports. In cases of serious defects or chronic ailments brought to light by the examination, the parent should be called in for personal consultation with the school physician, or advised to have the family doctor make a study of the case.

Form 22

Health Records (a), (b), and (c)

M. H. S. 122]

.....192..

Name.....

Complaint.....

Is allowed to go to the hospital.



MAURY HIGH SCHOOL

(b)

SCHOOL HEALTH INSPECTION  
BERKELEY SCHOOL DEPARTMENT

(c)

HOSPITAL

Berkeley, Cal.,.....192...

M.....  
Reported to the hospital during.....bell and  
has received treatment.

The School Nurse called this day to see.....

LEFT HOSPITAL:

Bell..... Hour..... Date.....  
.....School Nurse

No.....St.  
on account of absence from school. Kindly notify  
principal of School as to reason for absence, and  
have the child bring this card when he or she  
returns.

Respectfully,  
School Nurse

Form 23

Card Exempting from Physical Training

CERTIFICATE OF DISABILITY

(Front)

Room No.....

Year.....

This is to certify that.....of.....

Name

.....has been under my observation from.....19..

Address

to.....19....and I recommend that....he be excused from **Physical  
Training—Military Drill** for the school year 19...., 19.... on account of the following physical  
defects:

Eyes.....Ears.....Nose.....Throat.....

Lungs.....Heart.....Abdomen.....

Upper Extremities.....Lower Extremities.....

General Condition and Remarks:.....

Approved

Approved

Head Master

Approved

Attending Physician

Assistant Superintendent

School Physician

347 Boston Public Schools

INSTRUCTIONS

(Back)

This card should be filed in office of Head Master with Physical Training Record  
Card No. 346.

If pupil has no family physician the school physician will sign as indicated for attending  
physician. This will serve as his approval.

If a modification of physical training is deemed advisable for this pupil, the instructor of  
physical training will confer with school physician.

Remarks:.....

.....

## JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

Form 24 (Front and Back)

### Record of Routine Medical Examination.

[illegible]

ROUTINE MEDICAL EXAMINATION																														
DATE OF EXAMINATION	SERIAL NO.	SHIP	MEDICAL OFFICER	GENERALIZED STATEMENT																	CLINICAL NOTES									
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
				EYES	EARS	NOSE & THROAT	TEETH	SKIN	HEART	LUNGS	STOMACH & SMALL INTESTINE	RECTUM	GENITAL	URINARY	PLACENTARY	PERIPHERAL	NEUROLOGICAL	NEUROLOGICAL	NEUROLOGICAL	NEUROLOGICAL	VISION	HEARING	HEARING	HEARING	HEARING	HEARING	HEARING	HEARING	HEARING	HEARING
				1. EYES	2. EARS	3. NOSE & THROAT	4. TEETH	5. SKIN	6. HEART	7. LUNGS	8. STOMACH & SMALL INTESTINE	9. RECTUM	10. GENITAL	11. URINARY	12. PLACENTARY	13. PERIPHERAL	14. NEUROLOGICAL	15. NEUROLOGICAL	16. NEUROLOGICAL	17. NEUROLOGICAL	18. VISION	19. HEARING	20. HEARING	21. HEARING	22. HEARING	23. HEARING	24. HEARING	25. HEARING	26. HEARING	27. HEARING
					</																									

[illegible]

DATE	NATURE OF DEFECT

### GROUP VI (FORMS 26 AND 27)

### SPECIAL AND CUMULATIVE RECORD CARDS

For a number of years there has been a rather widespread effort to encourage high schools, junior high schools, and elementary schools to keep and transfer with the pupil as he progresses from unit to unit of the school system a cumulative record of his

aptitudes, abilities, and achievements. Considerable success has been achieved in this campaign within individual units of the school system. Reavis and Woellner, in the article previously cited, found that 89.7 per cent of the high schools studied were keeping permanent, cumulative records. The chief difficulty at present seems to be in

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## Form 26

## Bimonthly Report Card (Front and Back)

## HIGH SCHOOL REPORT CARD (Front)

ROOM..... GRADE..... DIPLOMA POINTS CREDITED:										Past Years	This Year
PUPIL'S NAME:											
Points Expected										Total Points Expected	
Date of Beginning school this year	Days Present	Days Absent	Days Tardy	Conduct	Physical Training	Military Drill	Choral Practice	English			<p>THE HEAD OF THE FAMILY is requested to read this card and to sign opposite the line of marks. The pupil is required to return the card on THE NEXT SCHOOL DAY.</p>
Sept.											Teacher's Signature attests the completed record
Oct.											
Nov.											
Dec.											
Jan.											
Feb.											
Mar.											
Apr.											
May											
June											
Year											

## 132A BOSTON PUBLIC SCHOOLS

(Back)

NAME OF SCHOOL.....

A represents the best work; B, creditable work, but not the best; C, passable work; D, half credit; E, failure.

Diploma Points required for Promotion.		Diploma Points required in Special Subjects Above Grade VIII.	Required	Already on Record
Grade VII to Grade VIII, at least	7	Physical Training	8	
Grade VIII to Grade IX, at least	15	Hygiene	1	
Grade IX to Grade X, at least	31	English	12	
Grade X to Grade XI, at least	52	Foreign Language, Phonography or Drawing	7	
Grade XI to Grade XII, at least	75	Mathematics or Bookkeeping	7	
For Graduation	100	History or Civics	3	
		Science	3	

REPORT

Form  
tion de  
tional  
Princip  
dents

**Form 27 (Front and Back)  
Cumulative Record Card.**

[illegible]

**(Back)**

<b>EXTRA-CURRICULUM RECORD</b>					<b>ATTENDANCE SUMMARY</b>										
Date	Activity	Honors or Office	Pts. or Cr.	Semester	1	2	3	4	5	6	7	8	9	10	
				Days present											
				Days absent											
				Times tardy											
<b>INTELLIGENCE-TEST RECORD</b>  Date      Name of test      Form      Score      PR      MA      CA      IQ     					<b>PERSONAL TRAITS</b> Symbols: 1,high; 2,above av.; 3,av.; 4,below av.; 5,low 1st yr.    2nd yr.    3rd yr.    4th yr. Accuracy Co-operation Industry Leadership Personal appearance Reliability										
					General health										
					Physical defects										
					Father: Nationality      Occupation      Living?										
					Mother: Nationality      Occupation      Living?										
<b>ACHIEVEMENT-TEST RECORD</b>  Date      Name of test      Form      Score      CL Norm      PR      Subj-grd     					Home conditions      No. brothers      No. sisters										
					Intend to graduate?      Reason if not										
					Educational plans      College selected      Course										
					Vocational preference      1st yr.      2nd yr.      3rd yr.      4th yr.										
					Pupil										
Parent															

## GROUP VII

## REPORTS TO COLLEGES AND STANDARDIZING AGENCIES

Form 28 is the certificate of recommendation developed and standardized by the National Association of Secondary School Principals. Its use is advocated when students are recommended to the various col-

leges and universities. There is a great deal of variety in the forms sent out by colleges to applicants for admission, and where the same student applies for admission to several colleges the amount of labor involved in filling out the blanks is considerable. If standardized forms could be used these could be made out in duplicate, or

triplicate, and thus could the tired principal or his clerk be saved much trouble and effort.

It is possible that there should be a standardized personality trait blank to accompany the standardized scholarship record, as most

colleges which select their students carefully are now requiring such a rating on prospective students. Form 29, which is being employed by Stanford University in securing personality ratings on its prospective students, was developed by the Stanford Com-

## Form 28

## CERTIFICATE OF RECOMMENDATION TO COLLEGE

\*Uniform blank adopted by the National Association of Secondary School Principals

This is to certify that.....

Give name in full

.....  
Number of Street City State

was graduated from the.....High School of.....

on.....19..... has completed the work shown in detail below, and is hereby recommended for admission without examination to the

.....of.....

University or College

College or Department

Date of birth.....19.....Entered this school.....19.....He is in the <sup>upper</sup> <sup>middle</sup> <sup>third</sup> <sup>lower</sup> of his class.

Date.....19.....Principal

STUDIES	Yr. of Crs. When Taken I II III IV	No. of Weeks Pursued	No. of Periods per Week	Grade	STUDIES	Yr. of Crs. When Taken I II III IV	No. of Weeks Pursued	No. of Periods per Week	Grade
English—First Year.....					Geometry.....				
Second Year.....					Solid.....				
Third Year.....					Trigonometry.....				
Fourth Year.....					Physics.....				
History of Literature.....					Laboratory.....				
Greek—First Year.....					Chemistry.....				
Second Year.....					Laboratory.....				
Third Year.....					Botany.....				
Latin—First Year.....					Laboratory.....				
Second Year.....					Zoology.....				
Third Year.....					Laboratory.....				
Fourth Year.....					Physiography.....				
French—First Year.....					Geography.....				
Second Year.....					Laboratory.....				
Third Year.....					Introductory Science.....				
Fourth Year.....					Physiology.....				
German—First Year.....					Agriculture.....				
Second Year.....					Commercial Law.....				
Third Year.....					Bookkeeping.....				
Fourth Year.....					Shorthand.....				
Spanish—First Year.....					Typewriting.....				
Second Year.....					Domestic Art.....				
Third Year.....					Domestic Science.....				
Fourth Year.....					Mechanical Drawing.....				
History—First Year.....					Industrial Training.....				
Medieval and Modern.....					Free-Hand Drawing.....				
English.....					Manual Training.....				
United States.....					Music.....				
Social Studies—Civics.....					Public Speaking.....				
Economics.....					Other Subjects.....				
Sociology.....									
Algebra—Elementary.....									
Advanced.....									

Passing Grade in School.....Grade Required for Recommendation to College.....Length of Recitation Period.....Specify by (PG) any subject taken subsequent to graduation. Mark (L) any subject occupying double periods.

Please fill out the blank completely, using typewriter if convenient.

Do not fail to state College or Department of the University the applicant wishes to enter.

The principal should send this recommendation DIRECTLY to the College, not to the applicant.

\*Additional copies of this blank may be obtained from the secretary, H. V. Church, J. Sterling Morton High School, Champaign, Illinois.



Committee on Admissions and Advanced Standing, and is modeled after the "Tentative Form for Experiment," recommended by the American Council of Education's Com-

mittee on Personality Measurement (see Educational Record, Personnel Methods, No. 8, July, 1928, American Council of Education).

## Form 29

## PERSONAL RATING BLANK (Stanford University)

THE INFORMATION ON THIS SHEET WILL BE HELD AS STRICTLY CONFIDENTIAL PERSONAL RATING BLANK

Name of candidate..... School (or College) attended.....

The Committee on Admission is desirous of having confidential information regarding candidates for admission, particularly as to the qualities and characteristics listed below: (1) from the high school principal and from the teachers in senior subjects for first-year students; or from college officers and teachers, for students with advanced standing; and (2) from others qualified to judge.

To the rater: You will greatly assist the student named if you will give a rating with respect to each question by placing a check mark on the appropriate horizontal line at any point which represents your candid evaluation. It is not necessary to locate it at any of the division points or above a descriptive phrase. If you have had no opportunity to observe the student with respect to a given characteristic, please place a check mark in the space at the extreme right of the line.

No opportunity to observe

1. How do his manner and appearance affect others?	Avoided by others	Tolerated by others	Little noticed by others	Well-liked by others	Sought by others	
2. Does he need constant prodding or does he go ahead with his work without being told?	Needs much prodding in doing ordinary assignments	Needs occasional prodding	Does ordinary assignments of his own accord	Completes suggested supplementary work	Seeks and sets for himself additional tasks	
3. Does he get others to do what he wishes?	Probably unable to lead his fellows	Lets others take lead	Sometimes leads in minor affairs	Sometimes leads in important affairs	Displays marked ability to lead his fellows; makes things go	
4. How does he control his emotions?	Too easily moved to anger or fits of depression, etc.	Tends to be over emotional	Usually well balanced	Well balanced	Unusual balance of responsiveness and control	
	Unresponsive, apathetic	Tends to be unresponsive				
5. Has he a program with definite purposes in terms of which he distributes his time and energy?	Aimless trifler	Seems satisfied just to "get by"	Has vaguely formed objectives	Directs energies effectively with fairly definite program	Engrossed in realizing well formulated objectives	

How well do you know this person?.....

What special training does the candidate possess as the result of travel, employment, or business experience?.....

What do you consider as the candidate's chief weakness?.....

What characteristics do you consider need special development?.....

The candidate has: (*Underline suitable phrase*)

Superior physique, athletic ability, normal health and strength, frequent sickness, some physical disability,

If you wish to express your judgment as to the applicant's probable success in the University, please do so freely, using the other side of this sheet.

(Signed)..... (Position).....

(Date)..... (Address).....

(As it is desired to keep this information strictly confidential, please send this blank directly to THE REGISTRAR, Stanford University, California)

## GROUP VIII

## FOLDERS

While no samples of cumulative folders are shown, no statement of different systems of record keeping would be complete without mention of folders for keeping miscellaneous items of information about students. Some schools have no cumulative record cards, owing to the expense of transferring data to such cards. In the place of cumulative cards they keep for each student an individual folder into which all items of information about that student are put. The advantage of the folder is that mimeographed material on letter-sized sheets can be filed away for reference without the labor of transcribing the individual items. Also standardized educational and intelligence tests can be filed *in toto*. Copies of letters to the student's parents, and other matter that could not possibly be copied on to a cumulative record card can be kept in a folder for ready reference. Such folders

afford invaluable opportunity for case studies of individual students and are perhaps the ideal type of record to be kept in the counselor's office. The cumulative card should perhaps be in the principal's office where it can be consulted by any authorized person, and the case folder kept in locked files in the office of the director of guidance and research, where it is important to have an accumulation of information about a student which cannot possibly be kept on any single card.

The keynote of record keeping, so far as the individual student is concerned, should be: keep only such data as are significant in helping the student to make his necessary adjustments in school work, and to life situations. See that they are accessible to those interested in the student's welfare and progress. See that they are kept in such form that they are both usable and used for the purposes for which they are gathered.

## GUIDANCE RECORDS IN THE SECONDARY SCHOOLS

RICHARD D. ALLEN

*EDITOR'S NOTE: Dr. Allen is assistant superintendent of schools, Providence, Rhode Island, and director of educational and vocational guidance for that city. He is also a lecturer in the Harvard University Graduate School of Education and in the graduate department of Brown University.*

W. M. P.

As long as the secondary schools continue to measure learning by the opinion of teachers and by credit hours, points, and the other meaningless devices of yesterday, official school records will be of little service to the pupils or advisers. Each school unit has its own system and the advantages of one method over another are not important. From the point of view of convenience and accuracy, the Otis material, published by the World Book Company, and the Heck system, published by the Public School Publishing Company, represent the most recent and satisfactory. They are certainly worthy of serious study by any school or school

system that is attempting a revision of its system of records.

One of the most important attempts to devise an adequate, objective, continuous school record for the guidance of secondary-school pupils is that of the Carnegie Foundation for the Advancement of Teaching in its six-year study of the colleges and secondary schools of Pennsylvania under the direction of Dr. Ben D. Wood. This record is sure to have a strong influence in the revision of guidance record systems for years to come. It merits the careful study of all educators who are interested in the problems of school adjustments based upon

the individual differences of pupils. The size of the card and the large number of items to be recorded makes the project very formidable to the average teacher who fears and dislikes clerical work and is not too accurate or efficient in its performance.

#### RECORDS SHOULD BE UTILIZED

With all of their admitted shortcomings, the best of our present records are much superior to our machinery for getting something done about them. The difficulty is not merely that the records are inadequate, but that *they are seldom used effectively; often they are never referred to at all.* Several years ago I visited a beautiful new junior-high-school building in a near-by city, not to see the building or the equipment or even to observe teaching, but because the superintendent had employed the staff of one of the leading graduate schools of education to give a battery of educational and psychological tests to every pupil who would enter the new school, and to provide the best possible record of test results for use in pupil adjustment. I was eager to see the records and to learn how they were being used. I had waited for two years in order to observe the results that should have been possible with the proper use of such records. An earlier visit would have been unfair to those who were in charge of the task.

After politely admiring the building and equipment, the exhibitions of the work of pupils, and the activities of the special rooms, I asked if there were any guidance organization. The principal's reply was that the entire curriculum was one of guidance.

"But," I asked, "how about your individual records, your educational and psychological tests, your supervision of pupil adjustment by means of grading, classification, and individual instruction, and your provision for differentiation?"

"Well," said he, "you see, we have been

so busy with program making that we haven't done much about such things. The pupils who entered the school were all tested, but we haven't done anything about the results in a practical way." I asked to see the records. The principal did not even know where they were kept, but a clerk finally dug them out of a storeroom. The records were excellent. They would have been very useful to an adviser, but there was no adviser, and *two thirds of the pupils tested had already left the school.*

This is too often the case. A veritable feast is provided at great expense. Just the facts that the adviser needs, if guidance is to be more than crude guesswork, are set forth. Furthermore, in addition to the expense of clerks and examiners, there is added the countless hours of work that teachers all along the line have contributed in order that the facts about children may be recorded and not lost. If all this labor goes for naught, it is a serious waste for which a superintendent or principal should be held responsible. Such neglect means that serious individual handicaps must go uncorrected, that bright and capable pupils must be held back by slow pupils, that slow pupils must be discouraged, neglected, and even discarded because proper adjustment was not provided. These are the duties for which a principal is paid; not for conducting visitors over the building, presiding at school functions, and watching the machinery run. If he is in the position of an educator, he should become one, or else step out and let some qualified person do the work.

If a secondary school has built up a guidance organization to *use* the facts of individual differences, and the department demands *accurate objective records*, such records will usually be developed to meet the need. In the past we have begun at the wrong end and much effort has been wasted. Let us be sure of "guests" before the dinner is prepared and served. This is



not the place to describe the functions of guidance in the secondary schools or the type of organization that is necessary for the effective performance of such functions. Those who are interested in such matters should turn to the committee reports in the December and February issues of the *Vocational Guidance Magazine* for the current year where a complete statement appears.

#### CHARACTERISTICS OF GUIDANCE RECORDS

Guidance records should be continuous, covering at least six years, and making provision for space in which the adviser may enter such essential facts from the elementary-school records of each pupil as may be of assistance in understanding his present problems and his present situation. Certainly something should be known about a child, as a result of daily contacts over a period of from four to eight years, which should be worth recording and will be of assistance to the adviser in the secondary school. Of course if there is no adviser, no record is needed! The pity of the present situation in many school systems is that a child may pass through the elementary, platoon, junior, and senior high schools—all highly departmentalized—and may meet from 100 to 230 different teachers and supervisors without finding any person who is interested in him for more than a term, and at that only in some special subject relationship. Unless advisers are provided, there is no special person whose task it is to put the puzzle together, to study the child as a whole—to know his intelligence, his achievement in the various school subjects, his liabilities and his assets, his interests and ambitions, his family and his friends. What a feast for a real adviser!

The strange part of the matter is that there are principals and teachers who are living in the midst of this situation but who "cannot see the forest for the trees." They go on with their routine tasks, sublimely

unconscious that such problems exist. The old-fashioned principal of a school that has grown from 300 to 1500 still often fancies himself in the rôle of adviser to all of his pupils, and it is true that he can describe cases by the dozens. But he does not realize that a pupil must become a problem before coming to the principal's attention. He cannot see more than a small percentage of the pupils and even in these cases he cannot take time to investigate all of the facts and conditions. His work must be crude at best unless there is some one to make a thorough case study upon which he may base his action.

The modern principal must know all of the facts. His program must be preventive as well as remedial. Pupils must not be permitted to become problems through the neglect of important information that should have been available. One high school has increased the proportion of the entering pupils who graduate more than 500 per cent in the past seven years, largely through such a guidance program. No principal or superintendent should rest until he has discharged his special responsibility in the matter of provision for the better processing of his human material.

In addition to the record card of the individual pupil, there should be records of group and individual adjustments in simple, graphic form which will call attention to individuals who are in need of special attention and which will measure the effectiveness of classification as an adjustment device. Most secondary schools are unable to classify pupils beyond the eighth grade on account of the intricacies of the program which is further complicated by electives. The problem can be solved, however, and has been solved by both junior and senior high schools in Providence.

The cut on page 435 shows (Form 30) a college section in a senior high school. From this form the facts of chronological age and mental age for the grade are at

once  
possib  
above  
Mo  
give  
With

**Form 30**

### Showing College Preparatory Section in Senior High School

[illegible]

once evident as well as the I.Q. and various possible adjustments which are indicated above and at the right.

Most secondary schools are unable to give an accurate report of pupil turnover. With a system of class advisers using the

term report, as shown in Form 31 an accurate pupil accounting is possible. Such a report should prove invaluable to a progressive principal, since it indicates many conditions that are fundamental in curriculum revision.

## EXPLANATION OF PROVIDENCE CLASS PERSONNEL CHARTS

## PURPOSE

The Class Personnel Charts attempt

1. To show graphically the Ch. A., M. A., and I. Q., or letter rating of each pupil in the class.
2. To indicate a reasonable achievement goal for each pupil.
3. To indicate a guidance program for each individual.
4. To show whether the class is well graded.
5. To aid in classification where there are two or more groups of pupils in the same grade.

## EXPLANATION

The numbered horizontal lines represent mental ages and the vertical lines, chronological ages. The oblique lines curving into horizontal lines indicate I. Q.'s which may be expressed either numerically or by a letter rating as shown on the chart. The straight oblique lines represent achievement levels or goals for the grades as indicated by the Roman numerals. (See Interpretation). The letters near the achievement diagonals indicate goals for individual pupils according to their location on the chart. The exponents translate the letter rating into subject or educational ages above or below the norm of the grade. The adjustments indicated at the right of the chart depend upon M. A., and those at the top, upon Ch. A. These apply only to the 10B grade, because such adjustments should be planned immediately upon entrance into the senior high school.

## RECORDING

When the class is to be charted, the names of the pupils should be written in alphabetical order and numbered as indicated on the class record sheet. With the I. Q. or letter rating and the chronological age given, locate the point representing the pupil's chronological age at the bottom of the chart and move vertically upward until the point indicated by the I. Q. or letter rating is reached. At this point place a dot and the pupil's serial number. His M. A. can then be read between the proper horizontal lines. Chart

boys in black or blue, girls in red. To indicate the median M. A. of the class, draw a red line parallel to the M. A. horizontals so that half of the pupils will fall above and half below it. To indicate the median Ch. A., draw a red line parallel to the Ch. A. verticals so that half of the pupils will fall to the right and half to the left of it. The median I. Q. can be shown by a red line parallel to the I. Q. lines, half of the pupils falling on each side of it. To show the normal Ch. A. and M. A. for the grade, place an "N" at either end of the proper vertical line and horizontal line. Additional black lines must be inserted for the half year classes. The normal Ch. A.'s and M. A.'s are always the same for each grade; that is, for grade 10B the normal Ch. A. is 15 years and the normal M. A. is 15 years; for grade 10A the normal age is 15 years, etc. The proper achievement diagonal for the grade should be indicated by an "N" at either end.

## INTERPRETATION

If pupils are well graded, they will be located near the achievement diagonal of their grade. Those who are far above the diagonal have been needlessly retarded; those who are far below it have been unwisely accelerated beyond their abilities, or else their mental ages have been underestimated by the test. Such cases need investigation and adjustment as indicated both at the top and at the right of the chart. Where there are two or more classes of a grade, pupils should be grouped so that there will not be too great a range of differences in Ch. A., M. A., and I. Q.

In order to find the achievement goal of any pupil, locate a point on the achievement diagonal of his grade which is horizontally opposite his serial number on the chart. The position of this point relative to the letters on the diagonal will show the average achievement of pupils of his M. A. as determined by standardized subject tests. A disagreement of more than one letter point needs investigation. A pupil who exceeds his goal should be given another psychological test; one who falls below his goal needs special attention. Thus psychological tests and school achievement may be checked and errors discovered.

## Form 31

## PROVIDENCE PUBLIC SCHOOLS

## ADVISER'S TERM REPORT

School ..... Term ending .....  
Grade ..... Adviser .....

## SUMMARY

Number of pupils scheduled to begin the term .....  
Additions .....  
Withdrawals .....  
Number of pupils in class scheduled at beginning of following term .....  
Number of original entrants left in class .....

## ANALYSIS

Additions		Withdrawals	
(1) Transfers from Technical .....	(1) Transfers to Technical .....	(3) Left .....	
Commercial . . . . .	Commercial . . . . .	Work . . . . .	
Hope . . . . .	Hope . . . . .	Illness . . . . .	
Trade . . . . .	Trade . . . . .	Other causes (list) . . . . .	
Private . . . . .	Private . . . . .		
Out-of-town . . . . .	Out-of-town . . . . .		
(2) Demotions from next higher class . . . . .	(2) Demotions . . . . .	Cause unknown . . . . .	

## CHOICE OF VOCATIONS

1. Number of pupils preparing for college .....  
2. Number of pupils preparing for immediate vocations .....  
3. Number of pupils undecided as to future vocations .....



## SECONDARY AND HIGHER EDUCATION IN PENNSYLVANIA

EARL R. GABLER

**EDITOR'S NOTE:** *Mr. Gabler is in the department of secondary education at New York University. He was formerly head of the department of secondary education at the University of Tennessee. While a member of the faculty of the College of Industrial Arts he participated in the work of the Texas Education Survey. He has recently become an associate editor of the CLEARING HOUSE.*

F. E. L.

The Carnegie Foundation for the Advancement of Teaching is conducting a study in Pennsylvania to determine the extent to which certain developmental factors in the lives of young people can be utilized as a basis for the better adjustment of the secondary and higher education to their needs. It is hoped that the study will suggest the answers to the following fundamental questions:

Why are these young people in high school and college?

How are they to pass from one institution to the other?

What constitutes the best basis for preparation for college work and for life?

What is the responsibility of the college for adjusting these young people after they get into college, so that their native talents plus their high-school preparation will be completely utilized in the realization of the aims of the individual and of the college?

The investigation is to cover three divisions of an individual's education as follows: first, a seven-year cumulative study beginning with sixth-grade pupils; second, a five-year cumulative study beginning with twelfth-grade pupils in secondary schools; third, an analysis of the secondary and higher curricula presented by candidates in 1928 for the bachelors' degree, together with an objective measure of their general academic achievement.

In the seven-year cumulative study beginning with sixth-grade pupils the investigation proposes through the use of standard measurements and accurate statements of

fact to give a trustworthy summary of a child's performance over a period of at least six years. For the purpose of tabulating the information a well-worked-out cumulative record card is used. A description of the card will explain more in detail the organization and significance of the information to be collected. The card presents a cumulative picture of the individual's development from year to year in various subjects and other phases of growth such as height, weight, and I.Q. together with a comparison of the yearly attainment in each instance with the average for pupils in that particular year. Other facts that are recorded on the card are those relative to attendance, discipline, unusual accomplishments, extracurricular experiences, interests, vocational experiences, educational plans, health, social adjustments and home conditions, and personality ratings.

The second stage of the investigation deals with the five-year cumulative study beginning with twelfth-grade pupils in secondary schools. In this division individual cumulative records will be kept similar to those in the first stage of the study as described for sixth graders. The main object at this point is to determine the sort of mind that goes into college, into normal school, into business, into industry, and other lines of endeavor. Provision is also made to follow up pupils for several years after graduation from high school.

In the third and last stage of the study attention is directed to an analysis of the secondary and higher curricula presented by candidates in 1928 for the bachelor's

degree, together with an objective measure of their general academic achievement. The purpose of the third division of the investigation is to view in retrospect the whole process as has been measured up to graduation. Beside the test of factual content of the baccalaureate mind, it is proposed to secure the attitude of the student towards subjects studied in college, together with attitudes formed by out-of-school activities and contacts. It is hoped that out of the above will come a distinction between the individual who is taking work for its real value and the individual who is taking work for its credit value.

The progress reports of the study give the following significant points:

1. Eighteen Pennsylvania school systems, with a seventh-grade public-school population of from 3,903 to 28, gave 12,500 children to the seventh-grade group.
2. Over 26,000 cases of senior-high-

school pupils were tested in six or seven fields.

3. The college test involved records of more than 4,500 cases.

4. A special effort is being made by colleges to provide freshman advisers, in order to give better guidance and to provide a more inclusive cumulative record of the student.

5. In the records of seventh-grade pupils it is already possible to forecast a type of pupil that is unquestionably "college minded."

By way of summary and general comment it may be said that this investigation that is being promoted by the Carnegie Foundation for the Advancement of Teaching is a most significant project in coöperative research. It provides a coördination of all agencies interested in the adjustment of the curriculum in the broad sense to the individual. The influence of the study should be far reaching and epochal.

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## BOOK REVIEWS

*The Uniform School Accounting System*,  
by ARCH O. HECK and WARD G. REEDER  
(Public School Publishing Company,  
1929).

The authors have given 28 forms for recording data relative to the pupil personnel of school systems of any size. The criteria for the data that appear upon the record forms are: (1) an analysis of forms gathered from 131 cities; (2) the combined judgment of 133 competent judges; (3) the criticism of university classes in child accounting. An explanation is given of each form setting forth the significance of the data called for and including directions for filling out the forms. A description of the forms is presented in tabular view in the forepart of the bulletin, showing where the forms are used (elementary or secondary schools or both); how forms are printed (bound sheets, card or paper); size of form; color of form; how the forms may be purchased, i.e., pad of 100, 604 per pad, etc.

This system of pupil personnel accounting developed by Heck and Reeder covers the field very well. Although the forms provide for the recording of all data that would be significant in a progressive school system, the keeping of the records is greatly simplified by the use of codes and checking devices. It would appear that once an individual becomes familiar with the keeping of these records, it would call for an expenditure of time not in excess of that required for less inclusive records. The main features of these records may be said to be their adequacy and simplicity.

E. R. G.

*Administration of Pupil Personnel*, by  
ARCH O. HECK (Ginn and Company).

Much of our development in the keeping of records has been to meet the immediate need. With this in mind one can readily see why there is such a variation between the manner in which records are kept in the various schools throughout the country. Professor Heck presents in his book more than the sample cards on which to record pertinent data, he has set forth the underlying philosophy and guiding principles of pupil accounting.

The book has been written particularly for the classroom teacher. All phases of pupil personnel have been discussed in their relations to the work of the teacher. The reasons for such work and the principles governing activities involved in it have been amplified. These reasons and principles are based on the idea that the child is the center of the educational effort, that no two children are identical, and that the teacher is to help these children so to utilize materials of instruction that each child is developed in the way that will fit him to live the life best suited to his peculiar interests and abilities.

Professor Heck treats his subject with a breadth of vision taking in the home, the community, and other factors that influence pupil personnel work. He shows the relation of child-labor regulation and compulsory attendance to educational opportunity. One will find the treatment given to attendance and the school census of special note. His clear presentation of the items that enter into pupil personnel work is worthy of commendation.

Not only the teacher but the supervisory and administrative officers will find this book a welcome and creditable addition to our educational literature in the field of pupil accounting.

E. R. G.

*Child Accounting Practice*, by ABEL J. McALLISTER and ARTHUR S. OTIS (World Book Company, New York, 1927).

This book by McAllister and Otis presents child accounting from a very practical viewpoint. The problem is divided into four parts; i.e., the child-accounting problem, the teacher's part in child accounting, the principal's part in child accounting, and the central office in relation to child accounting. Illustrations of every necessary form of report blank are given. These cover elementary school, junior high school, and senior high school.

The authors of the present volume have seen the problem in a large way and have brought together the general principles on which a complete system of child accounting should be based. They have also worked out a series of blanks which exhibit in the concrete their conception of the form in which schools should keep their records. Their work will command itself to students of education and to practical administrators as marking distinct progress. Their plan has the virtues of compactness and completeness. It supplies the superintendent with a device and with suggestions for the use of the device.

The contributions of the book have been made more positive by the helpful suggestions of individuals who were users of the McAllister Loose-Leaf Record System, and college professors and others. No less than forty names were mentioned in the acknowledgments.

E. R. G.

*Manual of Activities and Administration and the Outline of Home-Room Study and Activity* (Winfield Junior-Senior High School, Winfield, Kansas).

A thoroughgoing and stimulating summary of the student life of the Winfield High School, this little book contains full instructions for the guidance of teachers and pupils in classroom and extra-classroom activities. Two thirds of the book is devoted to the purpose and procedures of the home-room groups, and it is here that the committee of teachers who compiled the manual have achieved the unusual result of imbuing their manual with a sense of the vigorous life of the student body, in addition to setting forth a clear picture of the procedures that guide that life. The distinctive feature of the whole manual is that it leaves with

the reader the impression of a live, active, vigorous, unified student body. It is something more than a manual; it is an introduction to Winfield High School.

A. D. W.

*The Answer Book* (Winfield High School).

A specimen set of the blank forms used in Winfield High School, with instructions for their use. Among the blank forms it is interesting to note the relatively large number devoted to homeroom activities, guidance information, and activities of student organizations. In the instructions much space is devoted to the development of good professional attitudes on the part of the teachers, by means of such devices as a self-rating scale, a brief discussion of teacher qualifications, a careful distribution of responsibilities throughout the year, and others. Such a book should be an invaluable aid to any teacher beginning the year in a new school or in a new grade or department.

*Progressive Teaching*, by A. GORDON MELVIN (D. Appleton and Company).

In collecting into a single volume materials chosen to give a rounded and complete view of the scientific foundations of the new teaching, Dr. Melvin has produced a book that will be of great value to the beginning teacher. The résumés of the psychology and the philosophy that underlie the current reorganization of curricula and methods are clear, concise, and expressed in terms that make reading a pleasure.

The exposition of the "conduct unit" as the basis for reorganizing school life and instruction is carried out with a wealth of illustration and in a clear and readable style. The book should be of immediate and direct use to classroom teachers who are trying to vitalize the work of their pupils in terms of ultimate objectives.

A. D. W.

"The Nature of Difficulties Encountered in Reading Mathematics," by J. S. GEORGES (*School Review*, March, 1929).

Dr. Georges in an article in the March number of the *School Review* points out four specific sources of difficulty that handicap pupils in the reading of mathematics. The first of these difficulties is caused by insufficient knowledge of mathematical terminology. In this connection the author has tabulated the difficult words and phrases. The second source of difficulty is the absence of a sufficient background of mathematical knowledge. In this case also the processes and relationships that have caused reading difficulties are tabulated. The third type of difficulty is caused by a lack of

intensity in reading, and the fourth by the inability to analyze. The author points out that the determination of type difficulties in reading mathematics is essential to the teacher who is interested in having his pupils form accurate and efficient reading habits. To know in general that there are reading difficulties connected with the teaching of mathematics is not enough. One must know in particular what these difficulties are in order to use that knowledge to plan remedial and corrective work. Systematic corrective work must be based on definite information, not guesswork. The article gives valuable suggestions as to methods of obtaining the needed information.

A. D. W.

*A Textbook on Retail Selling*, by HELEN RICH NORTON (Ginn and Company, Boston, Revised Edition, 1929, Vol. VII, 333 pages).

The author of this book is exceptionally fitted to write a book of this type. She has had many years' experience in the field of retail-store education. Formerly, she was associate director of the Prince School of Store Service of Boston, Mass., and now she is employment manager for women with The Halle Brothers Company of Cleveland, Ohio. Besides this she has secured the cooperation of the outstanding leaders in retail-store education. Her product shows that she has made excellent use of her material.

The book realizes that selling is only one step in the process of economic production, that of placing the commodities in the hands of the purchaser. This means that a realization of the social purposes of selling permeates the thought of the entire work. The old notion of "Let the buyer beware," is definitely shown to be an obsolete sales motto. Selling must not be looked upon as a means of hoodwinking the buyer, but of giving him the fullest service the organization is capable of giving.

Salesmanship as a course of study in the high schools simply must use the modern conception of learning to do by doing, if it is to be successful. Nothing is more ludicrous than trying to teach people how to sell by talking to them. The only way to teach people how to sell is by having them sell under proper guidance. This book makes teaching under any other condition impossible, if this text is used. It requires the student to work in the store while she is learning the technique of satisfying the customer.

As a recent comment of the Federal Board of Vocational Education points out: "A revision of this outstanding text in the retail-selling field is of paramount importance to workers in the field. Although written primarily for high-school students,

it is well adapted to the needs of store groups. It is intended for a course which provides for regular work in actual stores. Problems of small as well as large organizations are discussed."

H. A. Tonne

*Gregg Shorthand Manual (Anniversary Edition)* by JOHN ROBERT GREGG (The Gregg Publishing Company, New York, N. Y.).

A scientific presentation of the principles of Gregg shorthand in accordance with the latest pedagogical procedure, marking a stimulating step forward in commercial education.

In this new *Manual*, shorthand is presented as a skill subject. The principles and word signs are arranged in the order of their frequency in the most commonly used words. Under this arrangement, a useful business and general vocabulary is acquired with astonishing rapidity. As an illustration, the first chapter alone will enable the student to write forty-two per cent of the words encountered in nontechnical English. Further illustration of the correctness of this approach is found in the fact that short business letters can be introduced in the first chapter.

The rules are simple, direct, and definite, and abundant drill is provided for each. In harmony with modern pedagogy, the rules have been relegated to their proper place—in the background of the learning process of a skill subject.

The principles are presented in twelve chapters instead of the twenty lessons appearing in the present *Manual*, making possible a marked reduction in the time of learning. Prefixes and suffixes have been considerably reduced to conform to the findings of scientific research, and are introduced in the order of frequency.

Each chapter is subdivided into three short, logical teaching units. The reading and dictation material has been more than doubled. The book contains thirty-six pages of graded business letters and sentences in shorthand, and twelve pages in type to furnish constructive practice.

The pedagogical organization of the book is greatly enhanced by the use of larger type and a bolder, more easily read style of shorthand than is employed in the present *Manual*.

C. T. Hainfield

*Journalistic Writing* (second edition), by GRANT M. HYDE (D. Appleton and Company, New York, 1929).

*Journalistic Writing*, a volume of 450 pages, is an exhaustive treatment of that type of writing known as journalism. It is a textbook designed for



use in high schools. Each chapter of the thirty-four composing the first part of the volume is followed by an exercise designed to guide pupils and teacher in understanding and practising the methods and materials of each chapter.

Part II is devoted to a discussion of practical problems of publishing and to preparing copy for print.

Though intended for high-school use, this text is so thorough and so exhaustive that it might well be used in college-level classes in journalism.

J. E. Burke

## OTHERS SAY

### *The Journal of Higher Education*

The second number of *The Journal of Higher Education* was issued in February. It is published by the Ohio State University Press under the editorial direction of W. W. Charters, with W. H. Cowley and J. MacLatchy, as assistant editors and W. E. Pearce as business manager. According to the editors, "*The Journal of Higher Education* is published to serve as a professional journal of the 67,000 instructors and administrative officers in the colleges, universities, and professional schools of the United States. The editors plan to bring to their constituency reports of the most significant investigations in the instructional, administrative, personnel, and curricular problems in all branches of higher education. The list of associate editors includes representatives from every department of academic responsibility in higher education, and these, cooperating with the editor, will attempt ten times a year to report upon the progress of higher education."

F. E. L.

### FLOYD E. HARSHMAN

The tenth annual meeting of the Progressive Education Association will be held at the Willard Hotel, Washington, D. C., April 3-5, 1930. The program promises many fine things for those who attend.

The theme of the meeting will be "Education and the Larger Life," and the meeting will be introduced by an address by Dr. Frank W. Ballou, superintendent of schools in Washington. Other leading speakers will be, Robert S. Lynd, co-author of *Middletown*, who will speak on "What is Needed in American Education," and Edward C. Lindeman, of the New York School for Social Work, who will speak on "Creative Thinking." These will be features of the April third meeting.

For five days beginning March 24, 1930, the Music Supervisors' National Conference will be held at the Hotel Stephens in Chicago. It is

anticipated that seven thousand teachers of music will be in attendance.

The major problem before the conference will be that raised by the developing importance of mechanical music. Radio and the "talkies" have introduced many problems into the teaching of music. These will furnish the materials for discussion. The general theme of the conference will be "music for a more abundant life."

The annual report of the Commissioner of Education for 1929 shows that this important educational officer has started a program of improvement in American education which may mean much in the next year or two. Quoting from the report: "First, plans for a nationwide survey of secondary education for which Congress has authorized the expenditure of \$50,000 during the current fiscal year, and \$100,000 and \$75,000 in the two succeeding years respectively; second, a reorganization of the personnel of the Bureau of Education with a view to carrying out in the most effective way the purposes for which the Office of Education in the Department of the Interior was created, and to answer in some small measure new demands which appear to be proper functions for the Bureau to perform. Third, The effectiveness of our work in Alaska and the reorganization of a type that will meet present needs and in so far as possible relieve the Commissioner of Education of administrative responsibilities."

Freeing the department from unnecessary administrative duties will permit further progressive measures, such as the survey of secondary education.

Education is taking a new turn when we may tune in on a program correlating music, American history, literature, art, health, and nature study. The new "School of the Air" which was started on February 4, 1930, at 2.30 p. m. over the Columbia Broadcasting System is perhaps only a small beginning to the ultimate use of radio as an instrument of education.

The "School of the Air" is headed by William C. Bagley as dean, with Ray S. Erlandson as executive director, and Alice Keith as broadcasting director. The various departments are handled as follows: art, Lorado Taft and Henry Turner Bailey; music, George Garton, Howard Hanson, Mary Garden, P. W. Dykema; social sciences, Harold Rugg; American literature, May Lamberton Becker; Edwin Markham and William Ford Manley; nature study, Dan Beard, Bertha Chapman Cady; and health by H. B. Wilson and A. L. Shafer.

With such backing and such an excellent beginning we may expect great things from the "School of the Air."

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2. The samples used in the Scale are actual samples of child writing, without retracing or altering in any way.

3. The quality norms are well standardized on the basis of the judgments of several hundred teachers, Supervisors, and experts for each grade.

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#### Preparation of the Scale

Under the leadership of Paul V. West, Ph.D., School of Education, New York University, the work on a scientific Handwriting Scale was begun early in 1926. It involved extensive research on vocabulary and word lists and the careful preparation of test material as well as the collection of thousands of actual specimens from all over the United States. The selection and grading of the specimens was performed by Dr. West and a corps of assistants with the co-operation of over 900 teachers and supervisors of penmanship.

*How to Publish a School Paper*, by BESSIE M. HUFF (Mentzer, Bush and Company, New York, 1924).

In the preface one notes "this book is offered to members of school newswriting classes and to staff members of school papers in the belief that there is a definite need for information and guidance in order.

- (1) that the standards of school papers may be raised consciously by a staff that understands the simplest form of newswriting;
- (2) that more people may work intelligently on the staff;
- (3) that the individuals may be conscious of the value they can gain from the experience in putting out a school paper."

A perusal of the book reveals it to be a very readable handbook intended for the guidance of high schools; it is written in English immediately clear to the usual high-school student. As there is a "laboratory manual" of eighty pages, one supposes the author intended the book as a text for high-school use, but the book appeals to this reviewer as an admirable guide for those actually publishing or preparing to publish a school paper.

The volume is attractively and adequately illustrated.

J. E. Burke

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